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ABSTRACT

This manual is designed to give placement and other school personnel detailed suggestions related to the formation and implementation of a school-based job placement service. Chapter 1 serves as an introduction which discusses goals for organizing and implementing job placement services, functions of a job placement service, and essential components of job placement services. Chapter 2 addresses organization of a job placement program, including personnel and their responsibilities and operational planning. Chapters 3 through 6 deal with the four major categories of the duties of a job placement coordinator: preemployment preparation, job development, job placement, and follow-up and follow-through. Each of these chapters describes responsibilities involved in the category considered, major activities within that category, and suggestions for completing the activities. Chapter 7 concentrates on suggestions about how to evaluate a comprehensive job placement service. Each area is explained briefly and is followed by a description of the acceptable evidence or criteria for evaluation for each aspect of the total job placement program. Thirteen appendixes contain samples of resumes and employment applications; examples of business letters for use by employment candidates such as letter of application, letter of acceptance, thank you, etc.; interviewer and interviewee forms; sample job opening forms; employer forms; and various other forms for use by prospective employees, employer placement personnel and by placement coordinators at the job service. (YLB)

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JOB PLACEMENT GUIDE

A Basic Approach To School-Based Job Placement Programs
Third Edition

Revised Publication
of
Job Placement Manual
Second Edition

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Third Edition

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PREFACE

It is important that each student leaving a training program have an opportunity to take advantage of the many options designed to assist him/her in making the transition from school to a satisfying job with business and industry. The most valuable option to the student is a school-based job placement service which assumes the direct responsibility for assisting the student in making the transition from school to the world of work.

There is a "right" job somewhere for each student who attends and completes a vocational-technical course of study. Finding that job is paramount to his/her well-being. This can best be accomplished by trained personnel who employ a systematic approach to placement.

Placement is one of the most critical problems of vocational-technical education and cannot be left to chance. The ability to wage an efficient job search is not inherent. It must be learned. School-based job placement services are a necessity in today's successful vocational-technical school. This manual is designed to give placement and other school personnel detailed suggestions related to the formation and implementation of a school-based job placement service.

CHAPTER 1

INTRODUCTION

The ultimate test of the quality of a vocational education program is placement and advancement of students in occupations related to their training. Placement provides initial evidence that instruction has been pertinent to the job-entry needs of students.

A primary goal of public education in America is to provide a meaningful and practical educational program that is relevant to all students. This goal has not been fully realized; consequently, this challenge to our schools is a continuing effort. The establishment of a job placement service will enhance the opportunity to accomplish this goal and will facilitate the effective implementation of the total educational program.

OBJECTIVES

In writing this manual, the authors have as objectives:

1. To gather and synthesize placement information presently being used at State Fair Community College and other schools in Missouri and other states that have an active job placement program.

2. To arrange the information into a systematic form so that it may be used by placement coordinators and other school personnel in providing job placement services to students.

3. To develop a manual that could be used as a basis for later development of workshops, inservice training programs, or preparatory courses that are needed by persons charged with the responsibility of organizing, implementing, or upgrading a school-based job placement program.

GOALS

A review of literature on job placement services revealed ten goals that may be basic for organizing and implementing job placement services in public schools. These goals are:

1. To strengthen school guidance and counseling through a more sequential program of placement and vocational counseling which is appropriate for all students.
2. To develop student career knowledge that may be helpful in making vocational program choices while still in high school or after graduation.
3. To fill curriculum gaps experienced by students who may need to seek further help in order to attain a higher degree of self-realization.
4. To motivate students to attain their full potential by providing a climate for developing and testing attitudes, abilities, interests, and aspirations.
5. To expand career information and opportunities for all students.
6. To develop employment prospects for the physically, emotionally, and mentally handicapped student so as to provide school experiences relevant to their individual needs.
7. To improve lines of communication among counselors, teachers, and vocational and cooperative part-time program coordinators.
8. To improve relations and expand coordination with business and industry.
9. To provide job experiences as an integral phase of the curriculum to help students enjoy greater educational relevancy.
10. To develop employment prospects for all students leaving the training program so that a high percentage of the students may obtain employment in the areas of their training or related areas.

THE JOB PLACEMENT SERVICES

The job placement services in an institution must involve many persons and groups if the services are to be effective. An established job placement program would be considered effective if sufficient jobs

are developed so that the graduates of training programs who are eligible for employment are placed in the areas of their training or related areas.

The duties of a job placement coordinator are often grouped into four major categories: preemployment preparation, job development, job placement, and follow-up. These terms are defined as:

1. Preemployment preparation - the teaching of the skills necessary to obtain and keep employment, usually including resume preparation, interview techniques, etc.

2. Job development - the seeking out of possible jobs for students/graduates by the person assigned to placement. This is usually accomplished through personal visits and phone calls.

3. Job placement - the process of matching a student with a job; assistance given, such as, dissemination of job openings, setting up interviews, etc.

4. Follow-up and follow-through - the collection of data describing quantity and quality of placement with any given group.

These major categories will be dealt with in detail in four succeeding chapters.

The job placement services offered by an institution will be effective if there is complete cooperation of the administration, the instructors, and advisory committee, business, industry, labor, civic organizations of the community, and government agencies. The placement personnel cannot provide the services without this cooperation.

Effective job placement services can help the student to make the transition from school to employment. Schools have the responsibility for performing this service. The effectiveness of the service will often be the deciding factor in determining the well-being, the happiness, and the productivity of those whom the school serves.

The effectiveness of job placement services is dependent upon many factors. Some of the more important considerations include:

1. The selection of the proper person to become a job placement coordinator
2. Support personnel and funds provided to the placement office
3. The organization of the institutional placement service
4. The commitment on the part of the administration and high-level personnel to establish and maintain an effective job placement service
5. The commitment on the part of each occupational instructor to assist each student to find employment in a position commensurate with the training program completed and with the ability of the individual
6. The support obtained from business, industry, labor, and various organizations for placement service
7. The coordination of efforts of all persons involved in placement activities
8. The effectiveness of an educational program to acquaint and obtain cooperation from all persons concerned with the procedures, the objectives, and the expected results of an active placement service
9. An ongoing public relations program to assist business and industry in hiring the students exiting the training programs

Schools that do not provide job placement services are "short-changing" their students. They have the responsibility to train the students in methods and procedures to use in a successful job search. They must provide active job development so that students may have the opportunity to apply for positions that are commensurate with their abilities and their training. The job placement service assists in matching the students' skills and competencies to the job requirements and recommend the students to jobs that will start them toward their career objectives. Finally, a systematic follow-up of the former students and their employers must be made to determine the effectiveness

of the training programs and possible modifications that should be made.

STUDENTS TO BE SERVED BY JOB PLACEMENT SERVICES

Each person completing or exiting a vocational-technical program should have the assistance of a school-based job placement program. Many students do not complete secondary or post-secondary training programs. It is, therefore, essential that these terminal students receive preemployment information before exiting the program. This would mean, therefore, that all students who enroll in a vocational-technical program, whether they attend a large or small secondary or post-secondary institution, should have the benefits provided by job placement services. The job placement services must not be designed for the "graduates" only.

FUNCTIONS OF A JOB PLACEMENT SERVICE

Job placement services may vary from school to school. Priorities assigned to each function may differ. Some schools may need to place more emphasis on part-time jobs for students to keep them in school while others must spend additional time and effort in locating full-time jobs in the labor market area.

The following activities are essential and must be performed by the job placement program. These activities will be discussed later in the manual.

1. Select and utilize an active job placement advisory committee
2. Conduct surveys to determine the labor market needs
3. Develop and maintain an effective public relations program
4. Coordinate job placement activities of all school personnel

5. Cooperate with business and industry in determining job requirements and the training programs that are needed to fill these job requirements

6. Develop and implement activities that help others to understand the functions of job placement services

7. Develop and conduct institutional seminars or workshops for school personnel who will be involved in the placement of students

8. Develop and maintain communication lines among the administration, counselors, teachers, and other school personnel to facilitate the placement of the students

9. Involve students and teachers in organizing and implementing the job placement service

10. Establish a Job Placement Office in a desirable location within the school for maintaining information related to job placement services

11. Maintain files on each student enrolled in the occupational program

12. Maintain an up-to-date job opening file

13. Develop a system for informing students of the job openings that are available or will become available

14. Provide placement counseling service to all vocational students

15. Assist students in obtaining part-time employment

16. Identify students who are exiting programs before they leave school so they may be assisted in finding a job or enrolling in another training program that may help them reach their career objective

17. Provide placement services to former students for a period of three years after exiting the training program

18. Conduct preemployment classes, workshops, or seminars for students to assist them in making preparation for a job search

19. Initiate and maintain an ongoing relationship with business and industry that will result in the development of a variety of jobs related to the needs of the students desiring employment

20. Provide job placement services to all students exiting the training programs

21. Develop a system of screening, evaluating, and interviewing the students in order to match their skills and competencies to jobs commensurate with their abilities and training

22. Follow up of students exiting the training programs at various intervals to ascertain the relevance of the training programs and determine the students' progress in reaching their career objectives

23. Initiate and maintain follow-up services to employers to ascertain the acceptance of the students into business and industry and to determine possible recommendations for programmatic changes

24. Summarize follow-up data and submit it to the administration so that it may be used in decision making

25. Develop a job placement service evaluation

ESSENTIAL COMPONENTS OF JOB PLACEMENT SERVICES

The personnel and other resources of the job placement office will vary from school to school according to the funds available for this activity. It may be necessary for smaller schools to form a job placement consortium so that one person may be employed to provide these services for the vocational students from two or more schools.

The following are essential for the successful operation of a job placement service:

1. Cooperative supervision from the administration

2. Adequate funding

3. A placement coordinator

4. An advisory council that includes representatives from education, business, industry, trade associations, community leaders, local occupational instructors, and unions

5. Secretarial and clerical help for filing, typing, and other office duties

6. A central placement office for maintaining files and job information and performing other job placement service activities

7. Ongoing job development plan
8. Plan for disseminating job-opening information to students
9. Supportive full-time occupational faculty
10. Additional support personnel, if needed, to conduct follow-up
11. Evaluation instrument for self-evaluation of a job placement service

CHAPTER 2

ORGANIZATION

PERSONNEL AND THEIR RESPONSIBILITIES

A job placement program must use the talents of a number of individuals and groups--all cooperating together--to secure satisfactory employment for the students in the occupational areas of their training. Discussed here are the individuals and groups who must work together along with some of the responsibilities of each.

Administration

The administration is responsible for the quality of all programs within the system. The administration is directly responsible for the job placement services offered at the school. Superintendents and directors of vocational-technical schools must realize that the "task is not complete when the student is trained." They must understand that an active job placement service is essential to all vocational-technical training programs.

Functions of Administration

1. Direct and supervise the job placement service
2. Assist in developing plans for a job placement service
3. Provide adequate funding for a job placement service
4. Provide office and supportive personnel
5. Help secure the cooperation of other school personnel
6. Select a job placement coordinator

7. Approve the members of an advisory committee

8. Aid the job placement coordinator in developing a good public relations program

The Job Placement Coordinator

The job placement coordinator is the principal and probably the most important person in any job placement service. It is the administration's responsibility to select the right person to perform the duties.

A person who is thoroughly familiar with vocational-technical training programs, has some background and experience at the skill level or above in business and industry, and has had special training to develop the competencies needed by a job placement coordinator would be a good candidate for this position.

Performing job placement services for students requires many hours of hard work and many actual contacts with industry. It is a position that cannot be performed "sitting in an office and waiting for the jobs to come." Jobs must be developed in business and industry and, in fairness to both the student and the employer, students must be placed into jobs commensurate with the training programs completed and their abilities. This will require accurate determination of the requirements of the job and screening of the students to match the student to the job.

In many instances, employers are not knowledgeable of the training programs that are in operation, the quality of the trainees, or the number of students who have acquired the competencies needed to fill a particular job. It is the responsibility of the job placement coordinator to supply this information to the employers. He/she must "sell" the students to the employers.

The remainder of this manual will deal with the various activities of the job placement coordinator. A partial listing of the functions of the coordinator will be included here.

Functions of Job Placement Coordinator

1. Develop plans and procedures for the job placement program
2. Provide orientation for the faculty and students to the job placement services
3. Perform public relations activities regarding the job placement services with the community, school personnel, industry, business, employment commissions, and other persons or agencies who may help promote job placement services
4. Make a job availability survey of business and industry in the local community and in the area to which the students will probably migrate
5. Develop and maintain an up-to-date file of job openings
6. Coordinate the placement activities of instructors
7. Make job opening information available to students at appropriate times
8. Devise a formal plan whereby each student will have an opportunity to obtain preemployment service
9. Plan and conduct job development activities
10. Assist students in securing employment that will lead to their career objective (job placement)
11. Match competencies possessed by a student to particular job specifications
12. Develop and maintain up-to-date student files
13. Plan and conduct follow-up activities on students and employers
14. Summarize the follow-up information in a usable form and present it to the administration and others for possible programmatic changes
15. Coordinate with the state job service in developing and utilizing employer contacts

16. Develop a sufficient number and quality of jobs so that the students may obtain positions in the occupational areas of their choice or in related areas

17. Provide inservice workshops for other school personnel who will be involved in job placement services

18. Provide job search information for students

19. Develop information concerning the number of persons trained in each occupational area and make this information available to employers

20. Make contacts regarding job training or educational opportunities for handicapped, minorities, and other persons having special needs

21. Evaluate the job placement services

Job Placement Advisory Committee

An active job placement advisory committee is essential to the development and the operation of all school-based job placement services. The committee can lend assistance in planning the job placement services; evaluating the activities; assisting with the follow-up studies; and performing public relations activities with business, industry, and the public school staff as well as other persons who may be interested in school-based job placement services. The job placement advisory committee can provide insight into problems and suggest alternatives which may not be immediately apparent to those who are deeply involved in providing job placement services, thus resulting in a job placement program that more nearly meets the needs of those it is designed to serve.

Advisory committees have no administrative authority. The members receive no compensation for their services. They are willing to serve on a job placement advisory committee because they believe that the services are beneficial to both the students and the employers.

A job placement advisory committee may be defined as: "A group of knowledgeable individuals who give counsel and advice to the job place-

ment coordinator and other staff members responsible for providing job placement services for students."

Qualification of Members

Prospective members of a job placement advisory committee should have recent, successful, and practical experience in the committee's area of concern and show interest in becoming a part of the job placement service. The amount of time a prospective member may contribute to committee work should also be considered. Recently retired executives of business or industry may be excellent job placement advisory members.

Selection of Members

Membership for the job placement advisory committee should be carefully selected through the cooperative efforts of the job placement coordinator, administrators, and boards of education. The board of education is the official body for the appointments. The committee can be expanded to include desirable persons at any time.

The number of members on a job placement advisory committee may vary with respect to the nature of the program itself and the availability of qualified personnel. It is suggested that the membership appointed be sufficient to insure attendance that will provide for an active and effective committee. Frequently, the number of members ranges from 5 to 20. It is important to contact "top" executives in the community from education, business, and industry for nominations of individuals to serve on the committee. Call the president of the company and ask him or his representative to serve, thereby getting his sanction of the committee. It may be advisable to select some members from outside the community. Some schools select one business or industry representative from each current occupational advisory committee to be a member of the job placement advisory committee.

Some persons who may be included on the job placement advisory committee are:

1. Representatives from business or industry presently not functioning on any advisory committee for each occupational area for which the students are being trained
2. Representatives from school administration
3. Representatives from local civic clubs
4. Representatives from trade associations, if available
5. The chairperson from each occupational advisory committee
6. Instructors from the local occupational training program; not more than 40 percent of the committee members should be institutional staff
7. Union representatives

Terms of Members

Membership on the job placement advisory committee should be for a prescribed period, usually three years, with staggered terms that provide for a continuous committee nucleus of experienced members. The advisory committee may be expanded if the need arises.

Selection of Officers

Officers for the job placement advisory committee are to be selected at the first meeting. A chairperson and perhaps a vice-chairperson should be elected by the group. The school representative may be used as a recording/correspondence secretary. The director or vocational administrator should not serve as chairperson. The job placement coordinator should assume the responsibility of leading the discussion. He/she should not dominate the discussion.

Agenda and Minutes

It is helpful to prepare an agenda for each meeting and distribute it to members three to five days prior to each meeting. It is the

responsibility of the chairperson and the job placement coordinator to plan the agenda. Minutes of each meeting should be recorded and distributed to each member within ten days of the meeting. The minutes should also be presented to the appropriate school officials for their consideration.

Meetings

The number and time of meetings should be established by the job placement advisory committee. It is recommended that at least three meetings be held each year. Special meetings should be called when they are needed.

Advisory Committee Functions

Function is the key word here. To be effective, an advisory committee must be active. Functions include:

1. Assist in job placement program planning
2. Evaluate the job placement activities
3. Serve as liaison between the school and the employer
4. Perform public relations activities with business, industry, school administration, and other persons who may have an interest in school-based job placement services
5. Assist staff in solving job placement problems
6. Assist in follow-up studies

Perhaps an advisory committee should be formed at the outset and allowed to have input into the initial setting up of the placement program. It is assumed the placement program has been set up first.

Representatives of business and industry are willing to serve on a job placement advisory committee if their assistance is needed and they are allowed to help. Busy persons who have expertise are not willing to come to an advisory meeting, eat a meal or have refreshments, listen to

a dry discussion of what is being done and what will be done in the future, look at some charts and figures, and then be dismissed. This information is needed at the beginning of each meeting, but the committee members must be encouraged and allowed to express their opinions and to make suggestions for changes and improvements. These suggestions must be seriously considered by the staff of the job placement services. In many cases, the suggestions can be implemented into the job placement program. Some action should occur on all suggestions.

The job placement coordinator should inform the committee of the proposed objectives and activities of the job placement service, discuss these in detail, and obtain discussion and reactions from each member on all the objectives and activities. These reactions and suggestions should be discussed at the next advisory meeting. The job placement advisory committee must be thoroughly familiar with the operation of the job placement service. The members must realize that they are an integral part of the program. The job placement coordinator should counsel, when needed, with individual members of the committee.

Teachers and Counselors

Each occupational instructor and counselor in the school system should become a part of the job placement service. These persons are interested in each student and want them to succeed in the occupation for which they are trained. The instructors can supply the job placement coordinator with unique information about each student which can be used to match that student to a particular job. They are familiar with the businesses and industries who would hire their students. Many of them are aware of the requirements of many jobs that would be available. The

instructors' cooperation and assistance are essential factors to the success of school-based job placement services.

Functions of Teachers - Counselors

1. Assist in orientation of students
2. Counsel students
3. Provide career and job information to students
4. Provide preemployment preparation to students
5. Perform public relations activities with business, industry, parents, and students
6. Assist in developing jobs for students
7. Assist in the follow-up program

Functions of Employer

1. Serve as a resource person for the job placement coordinator by providing advice and information regarding the world of work
2. Provide job information; i.e., opportunities
3. Provide information regarding job requirements
4. Serve on a job placement advisory committee when requested
5. Provide feedback to the institution regarding the performance of the trainees

Functions of Student

1. Complete student orientation
2. Take advantage of preemployment preparatory training
3. Complete personal resumes
4. Complete job applications
5. Fully participate in all preemployment activities related to the job search
6. Provide feedback to the institution to assist in developing a better job placement program

Determine the Resources, Both New and Old

The following questions should be answered:

1. What job placement services have been available to students?
2. Who performed these job placement services?
3. Do teachers presently give instructions in preemployment activities, perform job development, and perform job placement?
4. What services may Job Service provide?
5. What services may private employment agencies provide?
6. What help may be expected from community organizations, trade unions, and others?
7. What sources have former students used to obtain employment?
8. What was the degree of acceptance by employers of former job placement activities?
9. What percentage of the students obtained employment in their occupational areas of training?
10. How would a school-based job placement service benefit the student, the employers, and the school system?

Needs

A questionnaire should be developed and a survey conducted to ascertain the needs and concerns of specific target groups. These groups would be students, parents, business, industry, and faculty.

OPERATIONAL PLANNING

Many decisions must be made concerning the operational planning. It is suggested that persons starting a new program of providing school-based job placement services visit established programs to obtain ideas and suggestions that could be used in initiating and conducting the local program.

Facilities

The job placement office should be located, if possible, near the

outside entrance so that those involved in job placement activities and prospective employers do not have to walk through the school building. The job placement coordinator should have a private office so that private interviews may be conducted. Clerical help should be in an adjoining room. Necessary office equipment and file cabinets must be available.

Students Eligible for Services

Job placement services should be available to all students who enroll in any vocational-technical program. Major emphasis may be placed on one or more of the following types of students seeking full-time, part-time, or temporary jobs. All of these should have an opportunity to use school-based job placement services.

1. Students exiting training programs
2. Former graduates of occupational training programs
3. Adult program students
4. Full-time students needing part-time jobs to remain in school
5. Students with special needs
6. Students with or without identified skills who have withdrawn prior to completion of their training

Budget

A budget must be maintained that will adequately support the job placement services needed by students eligible for placement. Cost of job placement services will vary throughout the state. It would be impossible to suggest budget costs that would be applicable to all schools. Salaries for personnel, travel, and publicity are the three items that will generally use most of the budget. The budget should be sufficient for:

1. Full-time job placement coordinator
2. Clerical staff
3. Equipment
4. Supplies
5. Communication
6. Travel
7. Publicity

Budget Notes and Suggestions

Many schools are interested in initiating school-based job placement services. Some are reluctant because of insufficient funds. The following suggestions are made for consideration:

Job Placement Coordinator

A full-time job placement coordinator should be employed. If the school enrollment does not justify the employment of a full-time job placement coordinator, a study should be made to determine the feasibility of two or more neighboring schools cooperating in a job placement program. This would seem to be a more desirable plan than a part-time coordinator.

If less than a full-time coordinator is hired, this person should not perform duties that require being at the school at specified times each day. Vocational counselors have sometimes been effective as part-time placement people. Job development and job placement activities will require visits to business and industry. The placement person needs to maintain a flexible schedule in order to accommodate the employment needs of business and industry.

Clerical Staff

Considerable clerical assistance is needed to keep the records and

files that are essential to a job placement program. A complete file should be maintained on each employer and each student. Surveys, follow-ups, and other mailings must be made each year. A clerical person should be in the job placement office during regular office hours of each working day of the year.

Communications

Sufficient funds should be allotted to communications. Employers will need to be contacted to arrange for interviews, to locate jobs, and to obtain employer follow-up. Follow-up of both employers and students can be made by telephone and by mail.

Travel

It is essential that the job placement coordinator travel the amount of time that is needed to develop the jobs which are necessary for satisfactory job placement. It is unwise to hire a job placement coordinator and not provide sufficient travel funds. Job placement services cannot be performed from the office.

Publicity

Advertisement of the placement services through the newspapers, radio, and other media has proven to be one efficient method of job development. A sum of money should be budgeted for this purpose.

Furniture, Equipment and Supplies

It goes without saying that the placement coordinator will need a desk, chair, lighting and other equipment as noted in the average office. He/she will probably need a four-drawer file cabinet for student records and resumes and a card file for employer listings. The need for supplies will become readily apparent with the amount varying greatly from school to school.

CHAPTER 3

PREEMPLOYMENT PREPARATION

DEFINITION AND RATIONALE

Preemployment preparation is concerned with the development of job-seeking and job-keeping skills by the students. Providing pre-employment information to persons exiting the vocational-technical training programs will assist them in the transition from the school to the field of work.

Job seeking is one of the most difficult tasks in life and happens far more often than we suspect. The average worker under 35 years of age changes jobs once every 1½ years--those over 35, once every 3 years. That is a lot of job seeking and it is an activity for which one may and should be trained.

Most young men and women who are preparing to enter their "first full-time job" are, for the most part, deficient in job-seeking skills. They have been trained in the skills of the occupational area they are entering, but they have not been trained--nor are they knowledgeable--in the techniques that can be used in a successful job search.

Most job applicants are not familiar with the basic elements of employment such as completing a personal resume, filling out a job application form, preparing for and conducting themselves during the interview. This lack of knowledge develops anxieties and creates frustrations in most job seekers, regardless of their level of training. Confusion, a general lack of knowledge, and uncertainty as to what

should be done before, during, and after a job interview may result in a well-qualified person not being employed.

Employers are unhappy with many of the students who come to them without preemployment training or skills. They, in most cases, blame the school for not preparing the students to enter the labor market.

Some schools do have classes in which instruction is given in techniques of job-seeking skills and procedures related to employment. This instruction is usually related to the individual efforts of certain teachers rather than formal courses, seminars, or workshops. Students fortunate enough to be enrolled in these classes receive some help while other students graduating from the same school receive little or no assistance.

The self-confident, popular, well-trained student sometimes becomes a shy, nervous, noncommittal person when being interviewed for a job. Preparation in the job-seeking and job-keeping skills should be an integral part of a student's education prior to exiting the training program.

BENEFITS OF PREEMPLOYMENT SERVICES SEMINAR

Upon completion of preemployment preparations, a student should know:

1. That job hunting is a serious activity and that specific plans must be made if the desired position is to be obtained
2. The possible sources and locations of employment
3. Where placement assistance may be obtained within the institutions, other organizations, agencies, or individuals
4. The attitudes, traits, and employment skills desired by employers

5. The information needed for a personal resume
6. How to properly prepare a personal resume
7. The five basic parts of an application for employment
8. How to properly complete an application for employment
9. How to prepare for an interview
10. The accepted techniques to be used during an interview
11. The proper attitude and conduct for the interview
12. The major reasons why applicants are rejected for jobs
13. Questions frequently asked during an interview
14. How to sell his/her qualifications to a prospective employer
15. Sins of job seekers (how not to sell their qualifications)
16. Hints to ways of holding a job
17. Why employees lose jobs
18. Reasons for and how to write:
    a. Letters of application for a job
    b. Letters of appreciation for an interview
    c. Letters of acceptance of a job offer
    d. Letters of rejection of job offer
19. When properly prepared for job hunting, the student will possess the attitudes, traits, and interview skills necessary to sell his/her abilities to an employer.

RESPONSIBILITIES FOR PREEMPLOYMENT TRAINING

The job placement coordinator shall have the knowledge, skills, attitudes, and abilities necessary to provide preemployment information to all persons prior to their leaving the occupational training programs so they may be able to present their qualifications necessary for securing satisfactory employment, maintaining this employment, and advancing in the occupational areas of their choice.

MAJOR ACTIVITIES OF PREEMPLOYMENT TRAINING

There are several methods of providing preemployment preparation classes. Three of the most common are developing a new course, integrating an existing course and developing voluntary seminars.

Develop a New Course

A new course could be added to the curriculum. The course content should be selected or at least approved by the job placement coordinator. The course could be taught by the job placement coordinator, a guidance person, or a vocational teacher. Whoever is assigned to teach the course should attend a preemployment workshop designed to provide instruction in methods and procedures of preemployment preparation.

The class should meet on a regular schedule for a minimum of 8 clock hours. It would be much more desirable if it were scheduled for 16 clock hours of instruction. It would be desirable for the class to meet daily until it is completed. However, due to the varying schedule of occupational programs it may be necessary to modify the preemployment course to allow for this variance. All students preparing for employment should be required to enroll in the course.

Integrate a Course

Preemployment course content may be integrated into existing courses. The material would be taught by the placement coordinator or instructor teaching the course. The advantages of this method would be:

1. Additional resources would not be required for the preemployment training
2. Scheduling problems would be eliminated

The disadvantages would be:

1. Instructors may object to using time that had been formerly used to present course subject matter information

2. The quality of instruction would vary if the instructors taught the course

3. If instructors taught the course, they would need to attend workshops to prepare themselves for teaching the materials

Develop Voluntary Seminars

Voluntary seminars could be offered at times that most students are not scheduled into regular classes. The program would be designed to include seminars on each of the various phases of preemployment preparation. Guest speakers could add interest to the program.

This is the least desirable of the three methods. It is unlikely that all students could take advantage of the instruction if this method were used. Some may not understand the importance of the preparation and fail to attend.

Selecting the Career Objective

The person must select a career objective before beginning a job search. Many different career objectives could be selected by students completing the same occupational training program. The student should be as specific as possible in selecting a career objective. In choosing a career objective the student should consider and answer the following questions.

1. What type of employment or job do I want?

2. Do the skills and abilities I possess fit the job?

3. What are the opportunities for advancement in this position?

4. Would my attitude and personal characteristics lead to success in this job?

The student should make a thorough study of the occupations in which he/she seems to have an interest. The student should evaluate

his/her own characteristics, likes, and dislikes to determine if the proper career objective has been selected.

Students should be taught self-evaluation and how individual traits may help or hinder them on a particular job where the job requirements are definitely known.

Many vocational-technical training programs include an occupational experience training program. The student is expected to work full-time on a job for a specified period of time. Students should select the type of occupational training that will afford practical experience in the area of their most probable occupational objective. This experience is very helpful to the student in selecting his/her career objective. It also helps the student gain experience which will be valuable in obtaining a full-time position.

Teaching Desirable Work Habits, Attitudes, and Personal Traits

Students often experience difficulty in the transition from school to the world of work. Schools may be more permissive than the world of work. Teachers may correct or overlook the mistakes, work habits, and attitudes of students. Industry does not correct; they release the individual!

Students must understand that they are entering the world of work. Employers are interested in only those employees who will work and can produce a profit for the business. Students must understand that work habits and attitudes can and must be developed. Employers will differ somewhat in the work habits and attitudes expected. Some of the most common ones are:

1. The employee must be at work on time. Car trouble is not an excuse for being late.
2. The employee must attend work regularly. The only excuse for absenteeism is illness or personal tragedy.

3. The employee must do an acceptable amount of work. An unproductive employee is one of the first to be released.

4. The employee must have the ability to get along with other employees. A young, well-trained employee may enter a business at the same level as an older employee who has been there for several years. It is the young employee's responsibility to build friendship and good feelings with the other employees.

5. The employee must be willing to start at the bottom in order to work up. Industries are not looking for vice-presidents. They are interested in hiring individuals who are willing to start at the bottom, learn all the jobs in the business, and yet have the ability to advance to the higher management positions.

6. The employee is expected to be loyal to the firm and support the management decisions to the other employees, competitors, and the public.

7. The employee must realize that profit is the name of the game and advancement depends upon the employer's profit. If the employer is realizing a profit from the efforts of the employee, then the employee will profit.

8. The employee must provide service to the employer's customers. The employer's business is dependent upon customers' satisfaction. It is the employee's responsibility to satisfy the customer.

9. The employee must develop a pride of workmanship.

10. The employee must accept supervision.

11. The employee should be able to assume more and more responsibility.

12. The employee must have acceptable personal characteristics such as dressing appropriately for the job, being well-groomed, and being pleasant. Untidiness and profane language are usually disliked by most employers.

Students acquire work habits and attitudes in several ways. Job experience is the best way to develop work habits. This experience may have been learned at home. If not, it is essential that the student learn it during the training program. School-sponsored supervised work-experience programs have been successful in assisting students to develop desirable work habits and attitudes.

Individual counseling and role playing can be used to help students with problems to develop improved work habits and attitudes.

The Importance of Mobility

Students should be informed that it is necessary that they go where jobs are available. Many trainees cannot find satisfactory jobs in their related training areas within their local geographic area. The occupational instructors can be of assistance to the students by pointing out the advantages of moving to a desirable job versus seeking employment in an inferior position near home. Many firms simply will not hire an individual if they choose not to relocate.

The graduates of vocational training programs in the past have relied upon family, friends, and relatives as sources of job leads. Traditionally, students accepted the first job that was offered upon graduation. Family and friends should be made aware of the type and the location of the job that the student is seeking and for which they have been trained.

EMPLOYMENT AGENCIES

The job placement coordinator has the responsibility of providing students with all sources of job information. The students should become familiar with the functions of the various employment agencies which include the school-based job placement service, Statewide Job Placement, Job Service, manpower agencies, private employment agencies, noncommercial agencies such as veterans' organizations, civic clubs, and other sources of job information. The students' chances of obtaining jobs are increased proportionately to their ability to use all sources of job information.

School-Based Job Placement Service

The school-based job placement service should be the organization that most students rely upon to obtain leads to jobs. The students and teachers must be made completely aware of all the services offered and the benefits to be derived from using these services. A good job placement service will make available to the students all job orders for which they are qualified. In addition, they will perform individual job development for a particular student. This information should be made available to the student during preemployment instruction.

Job Service

Each student should be encouraged to register with Job Service. The Job Service has offices established throughout the United States. They have a bank of jobs in all occupational areas and in all geographic locations. Necessarily, most of their job listings are in the major labor market areas. Many jobs listed are in the nonskilled or semi-skilled areas; however, Job Service is making a determined effort to develop jobs in the skilled and paraprofessional areas.

Private Employment Agencies

There are many private employment agencies located in the United States. Definite records are unavailable, but there are indications that businesses are turning more and more to these agencies for a portion of their employment needs. The job placement coordinator should never use private employment agencies without specific approval from the school administration. If students wish to use these agencies, they should be encouraged to investigate before registering. They should become fully aware of the service to be offered, the cost of the service, and who is to pay this cost.

Want Ads

Newspapers are a good source of job leads. The student should be taught to distinguish between ads that could lead to employment and "blind" ads that could be inserted by a firm or agency that may not lead to employment. The student should be cautioned about investment ads, telephone number ads, and fake ads for sales purposes.

Trade and professional journal want ads are usually a good lead to possible employment. These ads usually are directed to individuals who have the skills that can be obtained from a vocational training program.

Yellow Pages

A student may identify potential employers from listings in the yellow pages of the telephone directory. These firms could be mailed a resume and a letter of inquiry for possible job leads.

Instructing Students in Methods of Investigating Potential Employers

Students will not want to follow up on all job leads. A potential employer should be investigated before application is made for a position. This is particularly true if considerable time, travel, and expense are involved in making the application and interview. The job placement coordinator can be of service in making this investigation. Some information that may be collected is:

1. Is the position permanent or seasonal?
2. What are the possibilities of advancement toward the student's occupational objective?
3. What is the rate of turnover of employees?
4. Is there a company training program for new employees?
5. What is the firm's reputation in the industry?
6. What are the working conditions?
7. What hours is the employee expected to work?

8. What are the fringe benefits?

9. What are the living costs in the area the employee is expected to reside?

Preparing a Resume

A resume is a brief of the applicant's personal data, personal experiences, and general qualifications which allows the employer to determine if an interview is appropriate.

A well-prepared resume is essential to a job search. A good resume presents a picture of the applicant and is often the deciding factor in determining whether the applicant is asked to come for an interview. A well-prepared resume is a definite aid to a successful job search.

A resume must be accurate and current. Any discrepancies discovered on a resume could lead to immediate dismissal after a person is working on a job. It must be typed and only high quality photocopies are permissible. It can be hand carried or mailed to a prospective employer. Resume information usually includes:

1. Personal Data: This includes full name, address and telephone number.

2. Job Objective: This may be omitted if applicant is uncertain or applying for several different types of jobs. It may include short-term objectives and/or ultimate objectives. In either case it is a declaration of the position being sought.

3. Education: The education is very important to a young applicant. Work experience will be limited, so education and training become a selling point. Be sure to record the high school and college occupational training programs completed.

4. Skills: What can the candidate do? It is essential that he/she think through the skills acquired in that vocational course and in other facets of life. It is important that one have them in writing and in memory. This may be the most important part of the resume, particularly when the individual is lacking in work experience and education.

5. Work Experience: Work experience should be shown in reverse chronological order. The student's work experience, except for farm-reared individuals, will probably be limited. Include short-term and part-time jobs. Include the jobs held, work performed, dates of experience, and the employer; e.g., a candidate for a home economics teaching job was granted an interview because she listed baling hay, feeding cattle, and mowing cemeteries as work experiences even though the experiences were not related to her occupational area.

6. Other facts (or qualifications): A section may be included giving honors, school activities, offices held, personal characteristics and other data. Be sure to stress if these are good; if not, this section may be omitted.

7. References: Some resumes state "references furnished on request." It is more desirable to list names, addresses, and telephone numbers of references. Most references are contacted by telephone. References are often used to obtain names and telephone numbers of other persons who will give an appraisal of the individual. Always have permission before using the names of the persons as references.

A resume is a very individual thing. Try to encourage some creativity in the preparation. There are many good styles and forms, usually on one page, not more than two. It may be necessary to critique the students' resumes. (Appendixes A1-A8)

Preparing Sample Application Forms

It is advisable to furnish each student with a standard application form which may be completed and kept in the billfold or purse. This form can be used as a reference while completing the employer's application form. This standard form includes most of the information requested on any firm's application form. (Appendixes B1-B2)

Writing Letters of Application

A letter of inquiry or a letter of application may be mailed to a prospective firm with or without a resume. The letter should be an original, never a photocopy that could be mailed to several employers. A resume, however, can be a photocopy.

The letter should be short and addressed to a specific person. The first part of the letter should attract the person's attention and indicate the source of the job opening information. The applicant should stress his/her possible contribution to the employer. A statement should be made that the applicant will be available for an interview at the employer's convenience and list a telephone number at which the applicant can be reached. (Appendixes C1-C2)

Preparing for the Interview

The interview is the final and most important step to be taken in the job search. The applicant should be taught not to dread the interview. It affords the applicant an opportunity to sell his/her qualifications to the employer.

The student should prepare for any questions that might be asked and think of questions that he/she may want to ask during the interview. This is more fully discussed in another section of this chapter.

Other preparations that should be made are:

1. Research the firm's size, amount and type of business, locations, and financial statement
2. Obtain the exact date, time and place of interview
3. Obtain the interviewer's full name and pronounce it correctly
4. Groom oneself in advance of the interview; e.g., haircut and clean fingernails. Choose clean, well-pressed clothing appropriate to the position
5. Leave cigarettes and chewing gum at home
6. Plan to go to the interview alone

Practice Interviews

The job placement coordinator may practice an interview with a student for a class demonstration. If video equipment is available, a tape should be made for discussion purposes following the interview.

Both the voice and the actions of the individual can be assessed. If this equipment is not available, a tape recording should be made for discussion purposes. (Appendixes D1-D4)

Some job placement coordinators allow students to divide in groups of three and "role play" interviews. One student will be the interviewer, one will be the applicant, and the third will evaluate the interview on the Interviewer's Guide. If this activity is properly supervised and the students are serious, it can be valuable in affording a student some practice in interviewing. Otherwise, this activity is not recommended.

Participating in Interview

Twenty-six suggestions or aids to insure a successful interview are listed below:

1. Good grooming is essential; first impressions count.
2. Arrive five to ten minutes prior to the scheduled time. The secretary or receptionist will be the first person who is contacted. Be polite, courteous, and appreciative of this individual. The employer may ask his/her impression of the applicant.
3. Take several pens and pencils.
4. Give the secretary or the receptionist the name of the person who is to conduct the interview. This person will likely introduce the applicant to the interviewer. Use a firm hand shake and be polite and pleasant. Impressions are usually formed in the first minute of the interview.
5. Remain standing until invited to sit down.
6. Speak clearly, listen carefully, and show interest in the job.
7. Complete the application forms neatly, accurately and completely.
8. Know something about the position for which the application is being made.
9. Answers to all questions of the interviewer must be to the point but not simply a "yes" or "no."

10. Look directly at the interviewer but do not try to stare him down.

11. The applicant should be on his/her best behavior from arrival to departure.

12. The applicant should stress his/her individual qualifications, emphasizing relevant competencies.

13. Avoid mentioning personal problems.

14. Let the interviewer take the lead in the conversation.

15. Be businesslike and brief.

16. Apply for a definite job.

17. Have a definite understanding of the duties required before being hired.

18. Be prepared to answer personal questions.

19. Be complimentary about any former employers and instructors. Never degrade a former employer or instructor.

20. Keep hands still, avoiding distracting movements.

21. Answer questions completely and truthfully.

22. Keep eyes from wandering around the room.

23. Discuss wages at the end of the interview; the interviewer should bring up the subject. If the interviewer does not, be sure to ask the salary for the particular position.

24. Be honest with the interviewer; do not mislead.

25. Look for the interviewer's clues that the interview is over.

26. Thank the interviewer for the interview.

Questions Frequently Asked During the Employment Interview

The employee must be prepared to answer any questions during the interview. It is advisable to be prepared to answer the most obvious types of questions. If they are answered correctly, other questions will probably be routine and the answers will be of less importance. Fourteen of the most common questions are:

1. What are your future vocational plans?

2. How do you spend your spare time?

3. In what type of position are you most interested?

4. Why do you think you might like to work for our company? (If possible, obtain information about the company before the interview.)

5. What qualifications do you have that make you feel you will be successful in your field?

6. Why do you think you would like this particular type of job?

7. Are you looking for a permanent or temporary job?

8. Do you prefer working with others or by yourself?

9. Can you take instructions without feeling upset?

10. Can you obtain recommendations from previous employers?

11. Have you had any serious illness or injury?

12. Do you like to travel?

13. How about overtime work?

14. What have you done which shows initiative and willingness to work?

Sell Yourself During the Interview

Many jobs are obtained by less-qualified individuals who have the ability to sell themselves to the employer. Below are listed some important areas that the applicant may use in selling his/her qualifications to an employer.

1. Stress your qualifications for the job

2. Recount experiences you have had which would fit you for the job

3. Indicate, where possible, your stability, attendance record, and good safety experience

4. Talk and think, so far as possible, about the future rather than the past

5. Try to learn ahead of time about the company and its products

6. Assume an air of confidence

7. Approach the employer with respectful dignity
8. Try to be optimistic in your attitude
9. Maintain your poise and self-control
10. Try to overcome nervousness or shortness of breath; (it helps to take a deep breath)
11. Maintain good posture
12. Answer questions honestly and with straightforwardness
13. Stress the contribution you can make to the enterprise
14. Have available a list of former employers, and dates of employment
15. Have a list of references
16. Be enthusiastic

Sins of Job Seekers

The reverse of selling oneself to an employer might be considered the "sins of the job seeker." The following 16 situations should be considered and avoided. Do not:

1. Keep stressing the need for a job
2. Discuss past experiences which have no application to the job
3. Display overconfidence
4. Cringe or beg for consideration
5. Speak with muffled voice or indistinctly
6. Be one of those who can do anything
7. Hedge in answering questions
8. Ask questions about hours and pay early in the interview
9. Hesitate to fill out an application, give references, or take a physical examination or tests on request
10. Hang around prolonging the interview when it should be over
11. Arrive late and breathless for the interview
12. Be a "know-it-all" or person who can't take instructions

13. Feel that the world owes you a living
14. Depend only upon the telephone for your job
15. Display a feeling of inferiority
16. Be untidy in appearance

Interviewer's Guide

Most interviewers use an applicant rating system that is completed at the conclusion of an interview. Interview rating systems will vary depending upon the employer's products, services and organization. The student should try to become familiar with this rating system before going on an interview. (Appendixes C1-C4) Some reasons for rejection include:

1. Poor personal appearance
2. Poor attitude
3. Expressed themselves inadequately
4. Did not know why they wanted the job
5. Overemphasis on money
6. Unwilling to work; wanted to start at the top
7. Made excuses for poor work record
8. Lack of tact
9. Immature
10. Ill-mannered
11. Criticized past employers and instructors
12. Sloppy application blank
13. Poor eye contact; limp handshake
14. Gave the appearance of being lazy
15. Late to interview
16. Low moral standards

17. Unprepared to make decisions

18. No work record

19. Exhibited little interest in company

20. Shopping for best job

Industry Requirements of Employees

Employers have the right to expect certain characteristics in the employees they hire. Listed below are a few of the most desired employee characteristics.

1. Good work attendance record

2. Punctuality

3. Not afraid to work

4. Start at level according to ability

5. Willing to give customer service

6. Take pride in doing a job well

7. Understand employee's responsibility to employer

8. Understand profit motive of industry

9. Desirable personal qualities:

    a. Appearance
    b. Attitude
    c. Get along with other employees
    d. Not a clock watcher

Why Employees Lose Their Jobs

The transition from the "protective atmosphere" of the school to the world of work is difficult for young people. Preemployment preparation will make this transition less painful. Below are 15 reasons why employees lose their jobs. These were compiled by Wayne Sanders, President of Sanders, Associates, Columbia, Missouri.

1. Lack of understanding on the employee's part as to responsibilities

2. Poor communication between the supervisor and the employee

3. Incompetent for the position--the wrong person being selected for the job

4. Personality conflict between the supervisor and the employee, and an unwillingness to conform to the supervisor's wishes

5. Failure to get along with co-workers

6. Failure to communicate through proper channels of communication

7. Selected to fill a position that is too much or too little a challenge

8. Unable to control emotions

9. Unable to make decisions when necessary

10. Overly ambitious--wanting to get ahead too fast

11. Not enough initiative

12. Outside problems interfering with job (family, spouse, or other interest)

13. Lack of loyalty and pride in the job and company

14. Unwilling to devote time necessary to do the job

15. Failure to accept responsibility

Preparing Correspondence to Employers

The student should have an understanding of the correspondence that should be made to employers or prospective employers. Some time should be allocated during the training to practice preparing correspondence to employers. (Appendixes C-G)

Employers are human. They are impressed by individuals who express their appreciation and are knowledgeable of the actions that should be taken preceding, and especially following, an interview. The student should become familiar with the following correspondence:

1. Letter of application

2. Letter thanking for an interview

3. Letter of acceptance of job offer

4. Letter rejecting job offer

Federal and State Employment Legislation Affecting Employees and Placement Services

It is the responsibility of the job placement coordinator to become familiar with federal and state employment legislation. Copies of each piece of legislation or executive order may be obtained from the Division of Career and Adult Education, Jefferson City, Missouri. An attempt will not be made to summarize the employment legislation. Information concerning the following employment legislation and executive orders is available from Statewide Job Placement. This should be on file in the job placement office.

1. Title VII of the Civil Rights Act of 1964 - Federal law which prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin

2. Title VI of the Civil Rights Act of 1964 - (Bans) federal grants-in-aid activities that involve discrimination on the grounds of color, race, or national origin

3. Age Discrimination in Employment Act of 1967 - A federal law which prohibits discrimination against applicants and employees, aged forty to sixty-five, in terms of hiring, compensation, discharge, and other major aspects of employment

4. Executive Order 11246 and 11375 - Describe the equal opportunity responsibilities of companies which bid on or hold contracts from the U.S. Government

5. Rehabilitation Act of 1973 - Provides for equal employment opportunity for the physically and mentally handicapped

6. Title IX of the Educational Amendments (PL 92-318) of 1972 - Prohibits sex discrimination in educational programs and activities receiving federal financial assistance
   Section 86-38 - Employment Assistance to Students
   Section 86:36 - Counseling and use of Appraisal and Counseling Methods

7. Fair Labor Standards Act of 1933 - Covers child labor and protects youth from certain kinds of work at too early an age

8. Occupational Safety and Health Act of 1970 - Assures so far as possible every working man and woman in the nation safe and healthful working conditions and preserves our human resources

9. Family Educational Rights and Privacy Act of 1974, Buckley Amendment - Calls for:

    1. Full access to student records by parents of students under 18 and to students over 18

    2. Hearings to contest contents of personal records

    3. Requirements of notice and written consent by students over 18 and parents of students under 18 before records can be transmitted to most third parties; and

    4. Federal supervision by HEW of educational record keeping

SUMMARY

Preemployment preparation is a vital function of a school-based job placement activity. The major activities are:

1. Providing for preemployment instruction in the curriculum
2. Selecting student career objective
3. Teaching desirable work habits, attitudes, and personal traits
4. Teaching the importance of and methods for conducting the job search
5. Preparing a resume
6. Preparing simple application forms
7. Preparing for the interview
8. Practicing an interview
9. Participating in an interview
10. Knowing the questions frequently asked during an interview
11. Selling oneself during the interview
12. Understanding the don'ts of job seekers
13. Understanding why applicants are not hired
14. Understanding industry requirements of employees

15. Understanding why employees lose their jobs

16. Preparing correspondence to employers

17. Keeping informed of federal and state legislation affecting employees and job placement services.

CHAPTER 4

JOB DEVELOPMENT

DEFINITION AND PURPOSE

Job development refers to a directed effort to locate and/or create employment opportunities for a specified population of people where: (1) none existed before, (2) there is a new or emerging occupation within the company, or (3) there is simply an effort to "uncover" existing jobs within a business or industry.

Job development is an active, aggressive, year-long activity. It can best be achieved by a full-time placement coordinator. Persons doing job development while having other duties may have to choose from the variety listed here. Priorities of the school may also be a factor in the activities one is able to perform. The job placement coordinator is responsible for developing a sufficient quantity and quality of jobs in each area of training so that students can find employment commensurate with interest, aptitude, and ability. The job placement coordinator must actively seek contact with employers for this purpose.

The two primary purposes of job development are:

1. To find employment opportunities commensurate with the skills, abilities, and interests of those individuals who anticipate entering the work force at a specific time in the future
2. To assist business and industry in fulfilling their employment needs with qualified individuals

Any contact made by the job placement coordinator with employers might be defined as job development. Each of the following examples could result in a job being developed:

1. Personally visiting with an employer
2. Speaking before a civic group about the placement program
3. Attending a state convention of a particular industry
4. Mailing brochures, resumes, surveys, and personal letters to representatives of business and industry
5. Participating in school functions
6. Telephone contact to industry
7. Advertisements in local newspapers and on radio and television

Many contacts with employers will not result in the immediate development of jobs. A contact may be maintained for a long period of time before an actual job develops. In some cases, a job will never develop; or, if it does, a qualified individual will not be available to fill the job. On other occasions, a job will develop immediately and will be filled just as quickly. These are probably the parameters of job development which should indicate the wide range that job development activities can take.

The following pages describe a realistic program of job development. Placement coordinators may be able to utilize some of the ideas to improve their job placement services.

RESPONSIBILITIES FOR JOB DEVELOPMENT

The job placement coordinator shall have the knowledge, attitude, and skill necessary to initiate and maintain an ongoing relationship with business and industry, resulting in the development of a variety of jobs related to the needs of students leaving occupational training programs.

MAJOR ACTIVITIES OF JOB DEVELOPMENT

Determining Student Needs

An important first step in a job development program is to determine the kinds of jobs that need to be developed to meet the employment needs of students enrolled in each training program. Information concerning each student should be collected by using a Student Profile form which will allow the management of this data. The job placement coordinator should carefully assess the student data that is required for job development activity. Information that should be considered would be job objective, geographic location, and date of availability. It is highly desirable to use a form for collecting student information that is adaptable to small group meetings. Individual interviews should then be conducted once, and preferably twice, during the academic year to clarify and update the information gathered on the form. It would be desirable if this student information could be entered into a computer for a more manageable student data base.

The summarized data can be used to plan a job development schedule which will result in jobs being developed on a "true" student-need basis. Thus, the student employment needs have defined those types of employers who may be contacted and, subsequently, the types of jobs that will be developed.

Building an Employer "File"

An initial step in job development is to determine those employers who have the potential for jobs in the occupational areas of training. The development of the employer list should start early in the fall semester and continue throughout the year. The employer list should be constantly updated and enlarged. The name, address, telephone number,

and other pertinent information of each employer contacted should be recorded so that the employer list can be enlarged or appropriate modifications can be made.

Potential employers who may have job openings need to be identified with the requirements that can be matched to the individual characteristics of the students. As an example, let us say there are 60 welders available for placement. Thirty of these welders want to locate in central Missouri; 20 desire to locate in the Kansas City area; and 10 are willing to locate anywhere. These individuals have varying levels of skills ranging from the most elementary knowledge of welding to a master welder capable of handling practically everything connected with welding. The job placement coordinator's task is to identify potential employers who have a need for each of these individuals and their respective skill levels in the geographic areas of preference. These employers can then be contacted for potential job openings.

In developing an employer directory, listings of potential employers in the primary labor market areas are required. There are several free or nominal-cost sources available for this purpose. Some sources that should be considered are:

1. Chamber of Commerce listing of businesses
2. Vocational Rehabilitation Office
3. Civil service agencies (municipal or county government offices)
4. Community service agencies (e.g., Lions and Kiwanis)
5. Newspaper ads
6. Programmatic advisory committee members
7. Telephone directory
8. Business organizations (county manufacturing associations)
9. Employment Security office
10. Directories of association members (e.g., Mo-Ag Industries Council)
11. Local hospitals

In addition to these sources, and depending upon the availability of money, other sources that could be utilized include:

1. Missouri Directory of Manufacturing and Mining
2. A publication entitled "Contacts Influential" (only for the Kansas City area)
3. Subscriptions to out-of-town newspapers
4. Kansas City Manufacturing Directory
5. Thomas' Register of American Manufacturing

There are many additional sources within the school that can be valuable in compiling an employer list. Former students can provide information concerning their present employer by the student follow-ups. Current students who are working part-time can also provide information on their present employers. Instructors and advisory committee members are valuable sources to utilize in identifying potential employers.

Information from these sources will be harder to obtain than information from published sources but will be more concrete information as opposed to simply having a published list of employers.

Classifying Employers

Once a comprehensive listing of employers has been compiled, the employers need to be classified as to the type of individual to be hired. This can generally be done by "commonsense" methods. For example, a bank ordinarily would be an employer of secretaries, data processors, and mid-management trainees rather than auto mechanics, welders, or nurses. There are, however, some exceptions to the "commonsense" rule. Employers can also be classified by ascertaining the occupational area of the majority of their employees or by-products developed. In some cases, there are published sources that list number of employees by occupations. This can be used to create a file indicating various areas of training.

Employers need to be classified as major or minor employers. Either the total number of employees or a ratio of the total number of employees to number of employees in a particular occupation can determine

the major number of employees within a particular business. For example, a particular business with 1,000 employees will ordinarily have several skilled positions which vocational-technical trainees could fill and should be classified as a major employer. If, however, a particular business employs only 80 people, and 60 of those employees are welders, then this particular business should also be considered a major employer of welders. The number of people employed is not a sole determining factor in classifying the firm as a major or minor employer; it may be more important to determine the number of employees within a particular occupational area.

It is a relatively simple matter, after employers have been identified and classified, to determine the geographic location of the business and to correlate these with the geographic area of preference as expressed by the students. Businesses with multiple locations could provide some problems as these types of businesses sometimes are not interested in hiring an employee who will not relocate after being hired.

The product of this work should be a list of major employers to be contacted that is based on student need.

It cannot be emphasized enough that this list needs a constant updating. Businesses close, new businesses open, and, most importantly, personnel and positions within industry change. Employer information must be current to be of value to the placement coordinator.

Employer Survey

After a comprehensive list of employers has been developed, an employer survey should be conducted to help determine the employment needs of the geographic area the job development campaign encompasses.

This, in many instances, is confined to a local area; but, it certainly could and should be expanded (geographically) beyond the local area. An employer survey, properly developed and mailed in conjunction with a good cover letter, will help to identify potential employers. This employer contact has proved to be valuable in developing job-opening leads.

This survey should be conducted each year. It should be addressed to a specific individual within each company rather than to a personnel manager or an employee relations office. Some of the following items should be included, particularly in the initial mailing:

1. A letter of introduction describing both the school and the job placement program
2. A brochure explaining the school and training programs offered
3. A request for brochures or other information describing the company and its business
4. An employer survey form to help determine the foreseeable employment needs of the company

There should be two distinct survey forms--one for initial contact and one for later contact. The initial contact, while still gathering information on employment needs, should also gather information of a general nature such as number of people currently employed and major hiring time. This is the employer "profile" information.

Later surveys should be developed to:

1. Obtain actual and potential employment needs
2. Give the employer an opportunity to evaluate the placement service
3. Determine the extent the placement office was beneficial in helping to meet employment needs
4. Determine the success or failure of individuals placed with the company

5. Obtain other available or necessary employment feedback

Methods of Job Development

The three most common methods of contacting employers are:

1. Mailing of an employer survey
2. Contacting employers by telephone to obtain much the same type of information
3. Contacting the employers in person. This is probably the method that yields the best results, but also the method that consumes the most time

Personal contact should always be utilized as much as possible. It will soon become evident, however, that a personal visit is time-consuming and cannot be utilized as the only source of job development. When making personal contact with any business, contact the person with the most influence. Let this person make introductions to the persons who actually hire the employees.

In order to make employers aware of the existence of the individuals available for placement, there are several activities that may be performed by the job placement service that will lead to job development.

Some of these may be considered nontraditional since only a few placement services use them. Jobs have been developed which, in all probability, could not have been developed by other means because of the restrictions of time and money. Many of these methods have opened doors for job placement coordinators that previously have not been opened.

Job development activities presented are not intended to be exhaustive, but only suggestions of ways the job placement coordinator may come into contact with employers for the purpose of job development.

Free Advertising

Many agencies and business organizations can be useful for job

development purposes. Practically every business and industrial concern belongs to a district, state, and/or national association that is concerned with the welfare of the members of that particular industry. These organizations all have newsletters and several are willing to insert an article or an advertisement concerning the placement service, the institutional training program, and the number and quality of persons exiting the various training programs.

A job placement coordinator should concentrate on district-level agencies, such as the County Manufacturing Association, and the local Chamber of Commerce newsletter. Newspapers and trade and professional associations are always interested in good articles. These articles should be prepared in such a manner as to benefit all schools offering similar training programs. If all students are to be placed in positions commensurate with their abilities and the training program completed, job development must be performed in an area larger than the local community.

Radio and T.V.

Radio and television stations have public service time available that can be utilized by the placement service. A good, readable script needs to be developed and offered to those television and radio stations that may benefit or be interested in the placement service. Most television and radio stations have a community service or community interest program. These programs can provide as much as thirty minutes of air time for the placement service.

Paid Advertising

Advertising in periodicals is an inexpensive means of reaching large numbers of employers. Classified ads and display ads should each

be considered. Initially, paid advertising may seem costly, but when compared to the coordinator's time and expense in making personal visits or phone calls, it is a tool that should not be overlooked. (Appendix F)

Public Appearances

A job development activity that can produce excellent results is a presentation by the job placement coordinator to a large group of employers. Practically every business belongs to a district or state association. Most of the associations hold annual meetings attended by large numbers of their members. Contact should be made with the executive secretary or the president to request time for a presentation on their program. Many of these organizations are very receptive to this plan since securing desirable personnel is a problem for most businesses even in times of high unemployment. There is no way of knowing how many jobs can be developed with this plan, but it is a safe assumption that many invaluable business contacts can be made. If it is impossible to appear on the program, an invitation to attend is acceptable so that contact can be made with business people at breaks, luncheons, and social affairs.

Many local civic groups, such as Lions and Kiwanis Clubs, can be utilized in job development activities. The presentation of programs to these organizations can result in many business contacts. Programs should be presented as often as possible.

Staff Meetings

It is possible to get invitations to make presentations at the staff meetings of a particular business. This is especially true of major businesses where there are several different departments, each headed by a chairperson. This is an ideal method of making your service

known to the persons responsible for hiring employees in a particular firm. By direct contact with executives, arrangements may be made for such a meeting. Friends of division chairpersons may "pave the way." This type of meeting will help in job development for a long period of time.

Resume Books

A publication containing a resume of each of the graduates has been used by some job placement services. The value of resume books has often been questioned. Some schools continue to use the resume book and report it as a viable means of communicating to employers the quantity and quality of individuals available for placement. The resume book, along with an introductory letter, is mailed to employers who have a potential for hiring graduates. A consent form must be signed by the student (or parent if student is under 18) before any student information is released in an identifiable manner. The resume book is expensive to produce and may be impractical in most instances.

Resume Brief

Resume briefs (or mini resumes, as they are sometimes called) may be utilized as opposed to full page resumes. Preparing resume briefs involves the same principle; i.e., direct mailing of information about students to the employer. This method has the advantage of being highly economical in both time and money. Eight to ten briefs can be included on each page. These should be mailed to employers who potentially may hire a student with specific skills. Each student is assigned a code number--names are not included. The age, marital status, occupational objective, desired location, and a brief of work experience is included for each student. A card is enclosed which the employer can use to

request further information on certain coded students. The employer can then be contacted by telephone or personal visit; and job orders, and possible placements, can be made. These briefs should be mailed two to six months before graduation. More than one mailing may need to be made. This has probably proved to be the most effective method of job development by direct mail. (Appendix G)

Business Days

An effective method of bringing employers and students together is the Business and Vocational-Technical Day. This involves inviting a number of employers (who have the potential for hiring graduates) to come to the school at a specified time for the purpose of talking to and interviewing students. Probably the most effective way to conduct one of these days is to devote the first half of the day to small group presentations by the employers. These presentations by employers should include items such as company growth, types of employment offered, employer expectations and potential employment opportunities. The second half-day is reserved for the employer to interview interested students on a one-to-one basis.

A word of caution concerning Business and Vocational-Technical Days--while they are a tremendous job development and public relations vehicle, a vast amount of coordination is required. Rooms must be coordinated for presentations in the morning and interviewing in the afternoon; interview schedules for students must be coordinated and many other activities must be performed in a short period of time. If Business and Vocational-Technical Days are being considered, it is strongly recommended that a planning committee representing all programs involved be formed and all activities for the day be planned by this

committee. It is important to get the attendance of a large number of businesses and industries. The program must be well planned but the results will be worth the effort.

Community and Public Relations

It is essential that the local community and the surrounding geographic area be thoroughly acquainted with job placement services. Good public relations is one of the most desirable elements of any placement program. The employers should be made to feel that they are benefiting from the placement service.

Whenever possible, local and school newspaper articles; television spot announcements or special programs; radio announcements and programs; talks to civic groups or business organizations; work with school-based groups such as the PTA; and a job placement service newsletter to parents, students, and potential employers should be utilized.

It is always desirable to have employers visit the institution and the program areas of interest to them. They should be invited to make class presentations concerning their firm, their product, and suggestions to students entering their particular occupational area. Every attempt should be made to make sure employers know they are welcome at the institution and that the institution is offering training programs that were developed according to the needs of business and industry.

Courtesy plays an important part in a public image. It is always desirable if employers can be thanked for the time they have given and for job orders. It is essential to be open and honest with employers. An honest and fair recommendation of students should be made to prospective employers.

There are several more or less standard practices that should be done to promote better public relations. These include the publication and use of a brochure, use of a name card, and use of a logo on letterhead and all other documents emerging from the placement office.

A public relations program should be directed toward business and industry, but there are others who should not be overlooked. The administration, the faculty, and the students are groups who need to be well acquainted with the functions of the job placement service. The administration should receive regular written reports, and faculty members should receive reports at regular staff meetings. Students can be reached through various types of displays, presentations at seminars, and class visits. The students should feel free to visit the placement office to discuss the placement services being offered.

Advisory Committees

Advisory committees, both for the various areas of training and for the job placement service, can be useful in guiding the overall job placement program and in job development. The advisory committee should have representatives from business and industry. These members will be valuable as business contacts for potential job openings. It is recommended that placement coordinators attend all programmatic advisory committee meetings. A placement status report should be made at these meetings.

Selling the Job Placement Program

Many times, especially during personal contact calls, the job placement coordinator will come into contact with employers who are uninformed concerning the training programs offered by the school of the job placement service. There are other times when an employer will be

skeptical or even very pessimistic about individuals graduating from the various training programs. It is the job placement coordinator's responsibility to "sell" the training program and the skills and competencies of the student to prospective employers.

The job placement coordinator must work closely with employers in helping to determine the optimal use of vocationally-technically trained individuals within that particular business. This is job analysis and it is essential for job development. Jobs can be developed that previously did not exist for vocationally-trained individuals. Job development may be the result of the job analysis performed by the job placement coordinator.

The job placement coordinator should work with the employer in new or emerging occupations, demonstrating how existing training programs can be utilized; or in some cases, if the demand is large enough, how a new training program can be initiated.

THE JOB OPENING - OBTAINING ESSENTIAL INFORMATION

One of the most crucial elements in job development is obtaining information from the employer when a job opening occurs. There is certain essential information that must be obtained if a student is to be placed in a job commensurate with ability, training, and interest, and if the employer is to be satisfied.

An elementary example would be a job order for a secretary. In order to locate a student to place in the job, the following job requirements must be known: typing and shorthand requirements, other equipment to be operated, the date the job needs to be filled, all major job duties, an approximate salary range, and fringe benefits. This would be

considered the minimum information to match the student's characteristics to the job requirements.

All of the items on the job order form are essential to the job placement coordinator if a student is to be successfully placed. There may be additional items of significance in a local area that should be added. (Appendix H1-H2)

A job order should be made for each job opening. When it is completed, a copy of the completed form may be mailed to the employer for verification. A cover letter may be mailed with the form thanking the employer for the job order and requesting that the completed form be examined for accuracy. If possible, some indication should be given as to when the employer could expect action on the job order.

THE JOB OPENING - DISSEMINATION OF JOB ORDER INFORMATION

It is important to both the employer and the students that all job orders are properly distributed to the occupational instructors and to the qualified students. This information should be disseminated immediately to the department chairperson, instructors or qualified candidates.

SUMMARY

Job development is a primary responsibility of a job placement coordinator. It is an activity that must start early in the school year and continue past class graduation time.

The job placement coordinator must actively seek contact with business and industry in order to develop employment opportunities for students exiting training program areas. A close working relationship must be developed and maintained if successful job development is to occur.

There are many activities that may be utilized by the job placement coordinator to perform job development. Among these are personal contacts, telephone, direct mailing, advertising, and appearing on programs at state, district, or local meetings.

It must be remembered that job development is a means to an end and not an end in itself, and that ultimately the employer's job requirements must be matched to the student's characteristics and skills.

CHAPTER 5

JOB PLACEMENT

PLACING THE STUDENT ON THE JOB

The job placement coordinator must have the knowledge, attitudes, and skills necessary to provide job placement services for persons exiting occupational training programs.

The coordinator will need all teachers, counselors, administrators, and support staff to be involved in the placement activities if students are to be placed in positions commensurate with their abilities, interests, and training. These individuals have an important role in preparing the student for initial placement. However, the placement coordinator should assume the primary responsibility for placing the student on the job by matching the individual's skills, competencies, and attitudes to meet the specifications of a particular job.

All students should receive preemployment information that will familiarize them with the procedures to use in a successful job search, help them prepare a personal resume, and prepare them for a job interview.

Many persons who are seeking employment do not have the skills, the connections, and the resources to locate a job on their own. The increase in the number of private employment agencies is proof of this statement. Unemployment rates for the 17- to 21-year age group are the highest of any employable age group. These persons need the assistance of active school-based job placement services.

An active school-based job placement service will develop jobs for trainees and then assist the students in obtaining employment that will help them realize their career objectives. Students, left on their own, may accept positions below their abilities and jobs nonrelated to the training they have received.

Coordinators of school-based job placement services have been criticized for "leading students by the hand" to a job. A young person applying for his or her first full-time job needs assistance and guidance in making the difficult transition from school to the world of work.

RESPONSIBILITIES FOR PLACING STUDENTS ON THE JOB

The job placement coordinator is responsible for providing job placement services to all persons exiting the occupational training programs with salable skills, thus enhancing the individual's opportunity for job placement in the occupational area of his/her choice.

MAJOR ACTIVITIES OF PLACING STUDENTS ON THE JOB

This section will explain the procedures and the placement forms used by various Missouri vocational schools and junior colleges in placing students on jobs in their training area or a related area. Most of the information will be directed toward full-time employment. The job placement coordinator should also be involved in part-time placement of students so that they may continue their educational training.

Many training institutions use occupational experience or internship as an integral part of the educational program. The job placement coordinator can be of assistance to the student, the instructor, and the employer by locating employment for this type of training in a business where the student will benefit the most by the employment phase of the

training program. In some instances, the employer will offer a full-time position to a student after the internship has been completed.

Students Needing Part-time Jobs While in School

Many students must obtain part-time employment to help finance their education. It is important for the job placement coordinator to identify these students early in the school year so that immediate employment may be obtained.

Students are usually interested in the highest possible income rather than a job in the occupational area of their choice. The occupational instructors may help identify these students and may be of considerable service in locating part-time positions or in helping the job placement coordinator to locate part-time jobs. The job placement coordinator should inform employers that students are available on a part-time basis. He/she should also inform all students that the job placement service receives part-time job openings and will assist students in obtaining part-time employment.

Develop Student Placement Folder

A folder should be developed for each student enrolled in the vocational programs. The following information should be included in the folder.

1. Student Registration or Profile Form
2. Resume
3. Evaluation by instructors and occupational experience trainers of the student's skills and competencies. This evaluation should be made with the student's full knowledge and should be for the purpose of assisting the coordinator and the student in selecting the proper job.

The job placement coordinator should gain as much knowledge of the student's attitudes, traits, academic record, and skills as available. (Appendix I)

Conducting Student Preemployment Interview

If possible the job placement coordinator should interview each student seeking employment before the student exits the training program. The student's qualifications can be reviewed, the occupational objective be definitely determined, and the job placement coordinator and the student can make some judgment as to the type of job that is to be sought for the individual.

Many students will need "job counseling" prior to graduating from school. Some may be concerned that jobs will not be available; others may need to be urged to change their desired location of a job. Some may even need counseling to change their immediate job objective. The resume should be examined for accuracy and neatness. These points should be explored with the student during the interview.

The advantage of interviewing students before graduation is that the job placement coordinator "gets to know the students." It is much easier to "sell" a particular student to an employer and to match the student to a particular job if the placement coordinator has a knowledge of the student's personal traits and occupational competencies. In addition to the above, the student gains some valuable experience during an interview session. The placement coordinator, in many cases, may advise the student as to ways and means of improving his or her interview techniques.

Matching Student's Qualifications to Job Requirements

The successful placement of a large percentage of students into gainful employment commensurate with their knowledge, skills, and interests is the ultimate goal of any placement activity. Job placement and job development go hand in hand. Neither is successful without the

other. Job placement requires skills on the part of the job placement coordinator to successfully interact with students and employers.

The establishment and maintenance of a successful placement program necessitates a smooth-flowing record-keeping system. Forms and materials included here are examples only. Each placement operation is unique and, consequently, will necessitate the development of a record-keeping system to meet individual needs. Forms and materials in the appendix should serve as a reference for establishing a placement record-keeping system or revising existing forms to provide more accurate or efficient placement data.

Dissemination of Job Opening Information

All job opening information must be made available to the students who possess the skills, competencies, and personal traits necessary to fill the job requirements. It is important, however, that the job opening information be given exclusively to the people in that department. Many firms wish to interview only those persons who are screened by the job placement coordinator and are referred from the placement office. Some firms want as many applicants as possible. If a certain number is specified, it is important to send only that number.

Occupational instructors should be furnished with a copy of the completed job opening form. They, in turn, may speak to the students they believe are eligible for the job. Many of them will use the job openings to inform their students of the kinds and quality of jobs that are available for trained individuals.

An individual job vacancy card may be developed that can be placed on a job placement bulletin board to inform students of the particular job opening. The firm's name and address should not be included if the

firm so requests. The job title, job description, general location, and the entry level salary should be listed on the card. Many placement coordinators prefer that students make application through the placement office. (Appendixes J1-J2)

Referring Students to Job Openings

There is some disagreement as to the responsibility of the job placement coordinator in arranging interviews and referring students to a particular job. Some placement offices simply mail out a list of all job openings in a particular occupational area to persons exiting the training programs for that occupational area.

It is the philosophy of many placement coordinators (often those dealing with smaller numbers) that each student should be matched to a particular job. The employer should be informed that prospective employees have been screened and the ones being referred, in the opinion of the job placement coordinator, can be expected to possess the skills and competencies needed to perform satisfactorily on the job.

The job placement coordinator must build a reputation of credibility with employers. This will take time. Once this reputation is established, the job placement coordinator may contact an employer with a simple statement to the effect that "I have certain individuals who fill the bill for a particular position in your firm." The employer will, in many cases, arrange for an interview or he may ask for a resume to be mailed, and an interview arranged in the future.

Referral should be made as far in advance to graduation as is feasible. Occasionally a referral is made and a position accepted six months in advance of graduation. Employers will often "wait" for the right person if they are assured that they will accept employment.

A referral involves contacting both the student and the employer and sometimes the occupational instructor for scheduling of an interview. The instructor or job placement coordinator may need to make arrangements with teachers and/or administration for the student to miss school for an interview. The job requirements and the career potential should be reviewed with the student prior to the interview. The techniques of being interviewed should be reviewed, and the student should be advised to review the preemployment materials in preparation for the interview.

The student should be advised of the exact time and place of the interview and the importance of keeping the interview must be stressed. Some students have failed to show up for an interview and the placement coordinator was not notified of this fact for several days. This can be very embarrassing and, in some cases, could cause the employer not to list job openings with the placement service.

Employers generally will not inform the job placement coordinator in writing why the student was not hired. They sometimes will tell the job placement coordinator the reason in person. The students, however, will usually give some reason if they fail to accept an offered job.

All students completing a training program are not necessarily qualified for a specific job in the occupational area of their training, particularly at the level most of them would like to enter. The placement coordinator must realize that these students will be more difficult to place and extra time, effort, and expense may be involved in securing employment of these students. However, a job can be found for students, even those with lower ability. Often these jobs can be found in the occupational area of their training.

The job placement coordinator must use his/her contacts with industry to determine the firms that could offer employment to the individual. The firms should be contacted for a particular job for these students. Be honest in these discussions with the employers but sell the desirable characteristics of the student. Some firms will have a permanent job for the individual or will be willing to accept him/her for employment on a trial basis.

Students must be sold to business and industry. The competencies, skills, and the abilities possessed by the student are in demand by the employer. Students should not be oversold but, likewise, should not be undersold. Many placement coordinators in the state of Missouri report having observed students who improve in skills and work attitudes when they are placed in an actual work environment. It is often true that working for monetary payment increases ones desire to perform successfully.

Follow-Up of Referral

Follow-up of referrals is advisable in two weeks and up to the time the student is actually working on the job. Sometimes a student may accept a job and then be offered and accept a second job without notifying the first employer. There are other reasons that the employer or the student may have for reversing their original decision. Situations of this type should be avoided. They lead to poor public relations and such a condition should be corrected at the earliest possible time.

Whenever possible, follow-up should be made to the student and the employer some four to six weeks after initial employment. This affords the job placement coordinator an opportunity to work with both the

employer and the employee if problems are developing. Other regular follow-up is included under the follow-up section of this manual, but it should be remembered that follow-up is a continuous ongoing activity. Be sure to inquire about former placements any time the employee or the employer are contacted. If the placement is satisfactory to both parties, good public relations are being built. If the placement was unsatisfactory, the job placement coordinator is alerted to possible "fence mending."

JOB PLACEMENT FORMS

Registration Form

All students using the placement services should complete a registration form. It will supply the initial information concerning personal data, training programs pursued, job objective, work history, and other student information that will be useful in placing the student.

Resume

All vocational-technical students should complete resumes as part of their class activities in the Preemployment Seminar. The resumes should be reviewed by the placement service, typed, and duplicated for use when referring a student to an employer. Copies of the resumes should be retained by the student and the placement counselor.

Job Opening Form

The Job Opening Form is utilized to gather information on job openings. Forms are completed during interviews with employers by phone or in person. Data concerning the job is posted by programs in a three-ring binder. The job placement coordinator must obtain detailed information concerning each job opening so that the student may better

decide whether or not to apply. The completed form should be available to the qualified student in the placement office.

Student Interview Form

The Student Interview Form has been designed to gather information when the students initially visit the placement office seeking full-time or part-time jobs. Space is provided on the interview form to record information obtained during the interview. Space is available to indicate referral of students to employers. It is necessary to inform the student that he/she is not required to give any of this information. It is on a voluntary basis.

SUMMARY

Placing students on jobs commensurate with each student's training program and abilities is the goal of most job placement coordinators. This requires skill on the part of the job placement coordinator in matching the skills and attitudes of the student to the job requirements.

A summary of the activities required in placing the students on the job include:

1. Developing a student placement folder containing information that could be used in recommending the student to a particular job
2. Conducting student preemployment interviews
3. Matching students' qualifications to job requirements
4. Performing job development
5. Disseminating job opening information
6. Referring students to job openings
7. Placing special students
8. Following up referrals

CHAPTER 6

FOLLOW-UP AND FOLLOW-THROUGH

PROVISION OF DATA

Follow-up in vocational education is the means utilized to provide current data to the educational institution for assistance in evaluating programs and in providing valid reasons for decision making. The main purpose of the follow-up study is to gather information from such sources as students, employers, and educational administrators. The feedback derived from these sources is useless to vocational educators unless this information is followed through to determine the effectiveness of instructional programs in meeting their stated goals and objectives. A successful follow-through of follow-up information can help the job placement coordinator assist students in finding immediate employment, in changing or upgrading their present jobs, and in obtaining further education or job training. It also assists the vocational training institution in evaluating and making recommendations for revising existing vocational curricula and in implementing, if necessary, new occupational training programs.

RESPONSIBILITIES OF PLACEMENT COORDINATOR FOR FOLLOW-UP AND FOLLOW-THROUGH

The job placement coordinator shall be responsible for obtaining information from students at varying intervals after exiting the occupational training programs and for utilizing this information to evaluate and to make recommendations for revising the vocational curricula. The

job placement coordinator shall periodically obtain evaluation information from employers to evaluate the students who have been employed, the competencies that have been developed by the training programs, and new and changing needs of industry. This information in turn will be utilized to evaluate and to make recommendations for revision of existing vocational curricula and for the implementation of new occupational training programs.

Follow-up Students Seeking Employment

The initial follow-up may be quite simple if the coordinator has kept a running report of all the students' employment situations. He/she accomplishes this by repeatedly emphasizing to the students before graduation to notify the placement office when they obtain jobs. If some graduates do not call the placement office, it will be necessary for the coordinator to contact those persons to determine whether or not to continue to develop jobs.

The coordinator may want to mail job orders shortly after graduation (for several weeks or perhaps months) as long as there is a large number of people seeking employment. Then as more and more people are hired, he/she may want to use the telephone for the remaining graduates. If job orders are being mailed, this, in itself, serves as a reminder to addressees to contact the placement office when these orders are no longer needed. And, of course, a note to jog a sluggish memory may be enclosed. It is also necessary to assure the students that you want them to call if they lose a job or are getting discouraged with the job search. (Appendixes K1-K5)

Student Follow-up

An effective student follow-up does not begin when the student

graduates. It begins much earlier through establishing and maintaining effective office procedures and filing systems so that a current up-to-date listing of names and addresses is available. This is a difficult task; however, by enlisting the help of teachers, administrators, employers, counselors, parents, and other students, a relatively current list can be maintained. When a student leaves prior to program completion effective exiting procedures are essential to determine the student's immediate plans and to indicate that he/she will be receiving a follow-up survey. The job placement coordinator should stress the importance of completing and returning the follow-up survey and, if possible, should go over a copy of the survey with the student explaining any questions which the student might have.

It is also helpful to include an explanation of the follow-up survey in the classes on preemployment preparation as explained earlier. It is essential that the students understand the importance of the follow-up information before they can be helped with their occupational objectives. Former students should immediately return all follow-up questionnaires, but some will not. The information may be obtained by a telephone call to the student, parents, relatives, or friends.

Frequency of Follow-Up and Constructing the Follow-Up Form

A decision should be made to determine the frequency of conducting follow-up surveys. For reporting purposes in Missouri, the Division of Vocational and Adult Education requires a 180-day follow-up. Later follow-up surveys may be conducted by individual schools as determined by their particular needs. A form should be developed that will supply all of the needed information. It is possible to develop a form that could be used for conducting all student follow-up surveys.

MAJOR ACTIVITIES IN OBTAINING STUDENT FOLLOW-UP INFORMATION

Securing Baseline Data

In any evaluation it is necessary to determine an exact starting point or level to be used in making comparisons. For this reason baseline data should be gathered by registering students three to four weeks before they graduate. The job placement coordinator should develop a Baseline Data Form to record the student information. The form should provide the job placement coordinator with the following student information:

Changes in Name

Many times students will have marriage plans finalized by this time, and current name changes are helpful in later contacts.

Current Addresses or Changes in Address

The current mailing address and telephone number of the student is obtained. It is very helpful to get current addresses and telephone numbers of two people other than the student's parents who will probably be aware of the student's whereabouts (other relatives, friends, teachers). It is possible that the student could fill out the personal data required on the follow-up form before leaving school. This would link the student to the follow-up form and possibly be a motivational factor in completing the form and mailing it in to the placement office.

Are the Students Employed or Do They Desire Employment?

This is probably the one criterion that is the most important to the job placement coordinator. Through this information, the job placement coordinator can determine the students already placed on jobs and those seeking employment. The job placement coordinator, at this time, should determine the definite occupational objectives.

Students Not Presently Desiring Employment

Many times some students are not actively seeking employment for reasons of marriage, illness, military, and college. The job placement coordinator can concentrate job placement efforts on those students who are actively seeking employment.

Students Requesting Assistance in Furthering Education Upon Graduation

It may be necessary to assist graduating high school students who desire to further their education by entering post-secondary educational institutions. Most students will have a home high school counselor; however, some may need assistance.

Geographical Location

It is important to determine the student's willingness to relocate to secure employment. Before leaving school the student should indicate geographical area preference.

CONDUCTING FOLLOW-UP SURVEYS

Obtaining Information for the Students

It is possible that the same form could be used to gather information for different follow-up surveys. However, it may be necessary to develop a different form for each time sequence to gather the desired information. These forms should be similar so that data can be compared from survey to survey. It is the student's responsibility to complete the form and mail it back to the job placement coordinator. A stamped, addressed envelope for the student's use should be included.

It may be necessary to mail a second or third survey form to those students who do not respond; or the job placement office may need to make telephone calls or contact close friends or relatives to insure a

near 100 percent return on the survey. Some placement coordinators do follow-up entirely by phone. This is the decision of the coordinator.

180-Day Follow-Up

This follow-up can be used to determine the initial employment of the student. A correct address and telephone number should be obtained along with the name and address of the employer and the job title. An entry-level salary should be requested for work-related placement on this follow-up. This time sequence should also provide a current evaluation of the job placement efforts of the previous year's graduating class. This evaluation, combined with a written report including statistical data, is required by many school systems. The 180-day follow-up identifies those students who did not obtain jobs, are unemployed, have quit, or have changed jobs. For various reasons, some students may not desire a position for two or three months after graduating. The job placement coordinator must keep a record of these students and provide job placement assistance as needed.

The 180-day follow-up is also useful in deciding if the student is employed in a job related to the vocational training program in which he/she was enrolled. All employed former students may be classified as follows:

1. Employed in the occupational area of training
2. Employed in a related occupational area
3. Employed in a nonrelated occupational area

The 180-day follow-up will provide the job placement coordinator with information regarding the number of students placed on part-time jobs as well as on full-time jobs. Any student employed in a job

requiring at least 30 hours of work per week is considered to be employed full time.

A study can be made of the 180-day follow-up to determine the means by which the student found and was placed on a job. Most employees find their jobs by one of the following means:

1. Relatives and friends
2. School job placement office
3. State employment service
4. Teachers
5. School counselors
6. Direct employer contact

This information should always be reviewed carefully as many times former students will give themselves credit for getting the job when someone else may have been primarily responsible for the job placement.

One-Year Follow-Up

In the case of the graduate who has decided to continue his/her education, data can be obtained in terms of whether the student is actually enrolled in college, whether it is a two- or four-year program, the type of program (vocational or academic) in which he/she might be involved, and the location of the college or university.

In the case of the work-bound graduate, data relative to upgrading or upward movement on the part of the student might be sought in a one-year follow-up. Mobility patterns, the number who have married, and whether or not they felt that certain types of training were beneficial in adjusting to full-time employment could also be obtained.

It may be beneficial to request information regarding a former student's first job and his/her present job. The employer's name,

address, and telephone number; job title and job description; salary; and the length of employment in the present job should be obtained. This will provide up-to-date information that the job placement coordinator can use in preemployment preparation classes and in informing the students of the types of jobs that may be available, as well as salaries, locations, and working conditions.

A question should be included on the one-year follow-up to determine the individuals who desire job changes and the reasons for the changes. They can then be contacted for specific information. The information gathered on the follow-up of those persons desiring job changes will help the job placement coordinator determine the reasons for the desired changes. It may indicate that they need to visit the job placement office for an interview and consultation before being recommended for another position.

Long Term Follow-Up

The long term follow-up can provide information regarding whether the former student is still employed in the area for which trained and/or able to be upgraded during this time. Salary information can usually be used to help determine the upward mobility; however, improvements may come by means of increased fringe benefits, expense accounts, partnership options, and retirement plans. Information can usually be obtained from the "comments" section of the form.

At this time it will be possible to survey those people who would have graduated from two-year colleges or would have continued to four-year schools. Comparisons can be made on entry-level jobs and salaries between secondary school graduates and those students who have completed two years of college. This type of information would be important to

the secondary school counselor to use in guidance and career education activities.

Mobility patterns can once again be established, and data in terms of curricula needs can be gathered. Since educators are constantly attempting to keep up with the changes in technology, this type of annual feedback can provide information on new or innovative changes of which educators may be unaware. Information can also be obtained regarding continuing education or adult education programs that are being pursued or are needed by the former student. It is important to remember that follow-up is an outreach type of program. It can be used to reach individuals who are in need of additional education or training, so that programs to meet these needs might be structured.

As Necessary Follow-Up

Follow-up surveys as determined by the needs of the particular institution may contain the following information:

1. The personal information of the former student and family
2. The additional education obtained by the student after exiting the program
3. Additional training needed by changing technology in industry
4. The basis for making comparisons between entry-level salaries of secondary, two-year college-trained individuals, and four-year college graduates
5. The rate of advancement toward the occupational objective
6. The mobility of the former student
7. The relevance of training to the present occupation
8. The occupational stability of the former student
9. The percentage of former students employed in the occupational areas of their training or related areas

10. The potential of the students for rendering assistance in further job development with the firm or for rendering assistance that may be obtained in curricula improvements by the school

It is important to remember that the people who would be providing the data at this point would probably be taxpayers and voters and may, by this time, have one or two children. They will have a vested interest in the kind of education the school will provide for their children.

These former students could have enough input into their employment situations to make them a vital link between the employer and the job placement coordinator in regard to job development activities.

Employer Surveys

The follow-up process is augmented by feedback from the employer relative to the degree of satisfaction with the graduate as an employee. The frequency of follow-up with employers varies depending on local application, but a follow-up on each graduating class is suggested as a desirable criterion. Many institutions automatically make it a practice to follow up with the employer after the student is placed on the job. After six to twelve months the employer is usually able to evaluate the trainee's skills and competencies necessary to perform the job and position for which he/she was employed. The Industry Survey can best be conducted by mailing the survey form to business and industry with a cover letter and a stamped, addressed return envelope. In some cases the telephone could be used; or the information could be obtained by a personal visit while performing job development activities. (Appendix L)

Information Regarding Employer

Space for the company's name, address, telephone number, date, and the name and title of the person completing the survey should be provided. The current employment status of the former students placed

with the company should be included in the industry survey. The reason for the release of individuals should be included in the industry survey; i.e., were they released because of poor work habits, attendance, attitude, or appearance? Feedback relative to negative characteristics or behavior patterns which result in termination can be utilized in curricula redesign, such as:

1. Inadequate Training: Did the training the individual received develop the competencies needed for successful entry into the desired level of employment?

2. Poor Work Habits: If a significant number of employees are being relieved because of poor work habits, perhaps these specific habits might be identified and the curricula redesigned to help modify them.

3. Attendance: If attendance is a major problem, it might be important to place more emphasis on a student's attendance while in school. Good attendance habits instilled at this time should produce fewer absentee problems for employers and probably a better attitude on the job.

4. Attitude: Determining a person's attitude and attempting to change that attitude are probably two of the most difficult tasks with which a job placement coordinator or an employer may ever be faced. However, attitude, personality factors, and pride in the type of job that one does are some of the highest priorities that an employer may have. Cooperation with supervisors and co-workers and the ability to work without supervision are attitudinal-based characteristics that are extremely important if the employee plans to advance in a particular job. If young people entering the job market are encountering difficulties relative to negative attitudes, then perhaps it will be necessary to place more emphasis on the development of positive attitudes while students are in school.

5. Homesickness: Many times students who move out of their local hometown areas to take jobs will develop a longing for their home, family, girlfriends, or boyfriends. This may result in their quitting jobs and moving back to hometown areas. If a graduate has an inclination to return "home," he/she will probably do so within five years.

A Performance-Based Criterion Evaluation

This could be used as an indicator of need for improvement in vocational programs or courses of instruction. Some of the performance-

based factors which should be evaluated are as follows:

1. Quality of work
2. Quantity of work
3. Performance skills necessary for success
4. Technical knowledge necessary for success
5. Knowledge of equipment used in work
6. Basic reading, math, and verbal skills
7. Acceptance of responsibility

Job Opening and Job Development Information

The industry survey is another means that is available for job development. There may be a question asking if the employer has present job openings or anticipates job openings within a specific time period. If so, a blank should be provided on the form for the title of the job and the date when the employee will be needed. The employer may actually desire additional contact with the job placement service. The survey form may include information about the various services, brochures, newsletters, resume briefs, and other material supplied by the job placement service which are available free of charge. The employer would have the opportunity to indicate if he would like to receive such information.

The employer should also be able to indicate on the form the need for a personal visit by the job placement coordinator. Such a visit could be profitable to the employer and the job placement service.

A "Comments" Section

Once again it is important to include a "comments" section so that employers will have an opportunity to provide additional information.

Summary and Profile of Students Available

A suggested inclusion would be a summary containing the number of students available from each training program, the types of occupational training programs offered, and the dates that students will be available for employment. An industry survey can prove to be one of the best job development activities.

SUMMARY

Follow-up represents the circulation of basic data which, in turn, provides the energy and the food for the total educational structure. The educational structure is constantly changing and feedback data is important if the system is to be current.

The follow-up information must be utilized by following through on the information obtained. This could involve additional assistance to the student, the job performance analysis to the employer, or making recommendations to the administration concerning programmatic changes that should be considered.

Industry will respond to surveys if the results of the surveys are:

1. Beneficial to industry.
2. Information provided is used to improve training programs which will, in turn, produce a more competent entry-level employee.

CHAPTER 7

EVALUATION OF JOB PLACEMENT SERVICES

QUALITY CONTROL

As industry must maintain an effective quality control system, vocational education must evaluate its efforts. Manufacturers would be unable to continue if they were not able to sell their products to the consumer and reinvest those profits to continually improve the total industrial process. Vocational educators should also evaluate their placement efforts as a component of the total vocational program, for they would not be able to continue effectively if they were not able to place their students into gainful employment.

This chapter will concentrate on suggestions of how to evaluate a comprehensive job placement service. Each area will be explained briefly and will be followed by the acceptable evidence or criteria for evaluation for each aspect of the total job placement program.

EVALUATION OF THE TOTAL JOB PLACEMENT PROGRAM

Has the institution developed a comprehensive job placement service?

A comprehensive job placement service would include: (1) pre-employment preparation activities, (2) job development activities, (3) job placement activities, (4) follow-up of students leaving the program with salable skills and the employers who hire them, and (5) follow-through to indicate that information received on follow-up surveys is being utilized to improve the institution's total vocational education program.

Criteria for evaluation: A copy of the total placement procedure including (1) objectives, (2) activities to accomplish those objectives, (3) resource people (if any) who will be utilized, (4) calendar and time table, (5) budget, and (6) percent of students placed.

Has the institution defined and assigned leadership and staff responsibilities for job placement? It is suggested that this responsibility be given to one or more job placement coordinators. However, in some instances, it may be necessary to combine this job with that of counselor, director, or one or more staff members. Whatever plan is used, the evaluator should determine the wisdom and effectiveness of this assignment.

Criteria for evaluation: Identification of a job placement coordinator including a copy of a job description, lines of communication, and authority.

Are the facilities and furniture, equipment, supplies, and supportive personnel provided adequate for an efficient and effective job placement program?

The following items should be included:

Facilities and Furniture include an office (1) easily accessible by students and employers offering privacy, and (2) large enough to accommodate the necessary furniture and equipment needed.

Equipment includes one or more file cabinets, a telephone, a bulletin board, one or more bookcases, and a typewriter.

Supplies are a judgment item. The evaluator should gather as much evidence as possible and discuss this with the job placement coordinator to see if needs are being met.

Clerical or Secretarial Staff is imperative to the well-run placement office.

It is suggested that this person be assigned to the job placement coordinator and that separate office space near the job placement coordinator, furniture, and equipment be provided for this person.

Criteria for evaluation: Observation of facilities and furniture, equipment, supplies, and supportive personnel.

Does the institution support the activities of placement personnel?

In order to develop and maintain a comprehensive job placement service, it will be necessary for the institution to budget money for: (1) communications; (2) travel, lodging, and meals; and (3) supplies, furniture, and equipment. It is also necessary for the institution to support the philosophy of the job placement program. This means the administration, instructional staff, and advisory committees need to be informed of the objectives of the placement program and their part in the activities needed to accomplish these objectives. (A possible suggestion would be for the job placement coordinator to conduct an in-service workshop encompassing the philosophy and objectives of the job placement program pointing out each person's role.)

> Criteria for evaluation: A copy of the budget for the job placement program, a copy of the board's policy regarding job placement, a short interview with a randomly selected member for each area represented; i.e., administration, instructional staff, and advisory committees.

EVALUATION OF SPECIFIC AREAS WITHIN THE JOB PLACEMENT PROGRAM

PREEMPLOYMENT PREPARATION

Evaluation of the effectiveness of preemployment services to students is a significant aspect of the program. Procedures for evaluating the program should be established during the planning stages and should be based on established program objectives. The basic questions to be answered by an evaluation of preemployment activities are listed below. (Appendixes M1-M2)

Does the institution provide preemployment activities?

The purpose here is to determine if the institution has a systematically-structured program that will teach students how to find, hold,

or change jobs. The idea is not new or unique. It has been used in a variety of ways, but often it is quite limited.

Criteria for evaluation: Evidence of instructional preparation in a minimum of 12 of the 17 areas listed below or other activities not listed below but related to preemployment.

List of Activities*

1. Work readiness (self-appraisal, attitudes, and dress)
2. Job search methods and techniques
3. Preparation of personal resume
4. Preparation for job interview
5. Common causes of failure on the job
6. Job interview techniques
7. Expectations of employers
8. Completing application forms
9. Use of occupational information
10. Techniques of individual appraisal
11. Preparation of letters of inquiry
12. Use of school placement service
13. Use of State Employment Service
14. Use of private employment services
15. Assistance in finding a job through other individuals or agencies
16. Job information - salaries, location, requirements, and career possibilities
17. Job acceptance or rejection

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*All of these are important; however, more are needed to develop the attitudes (and behavioral outcomes) that will generate the initiative and motivation to put into practice the skills and techniques that will improve the chances for success.

If a preemployment preparation program did exist, what effect did it have on the students who participated?

For a preemployment preparation program to be effective, the student should be able to:

1. Complete a self-assessment form that would identify interests, abilities, and attitudes
2. Understand work habits and attitudes expected by employers
3. Conduct a job search
4. Construct an adequate resume and letter of application
5. Complete an application form
6. Effectively participate in job interviews

Were the instructional techniques and materials used in the preemployment preparation classes accepted and used by the students?

It would seem ridiculous to continue using the same outdated information and techniques if the students were not able to benefit from them. For this reason it is necessary for the student to continually evaluate updated preemployment instruction.

JOB DEVELOPMENT

Does the institution provide job development activities?

The purpose of this aspect of the evaluation is to determine if the institution has documentation that it is in fact conducting systematic job development activities. Is there evidence of:

1. An employer file
2. A survey of students to determine their occupational goals
3. A survey of employers to determine the number and types of jobs they have in relation to the occupational training programs offered
4. Utilization of advisory committees for job development
5. Brochures and/or leaflets to be distributed explaining programs and benefits of the placement service to employers, parents, and students

6. A well-coordinated cooperative utilization of all institutional personnel in job development activities

7. A planning schedule to organize and record job development activities

8. Personal correspondence with employers

9. Most importantly, the number of actual job order forms for each program area

Criteria for evaluation: Utilization of a minimum of four out of the nine activities listed above or other activities not listed but related to job development.

JOB PLACEMENT

As was mentioned earlier in this manual, "The ultimate test of the quality of a vocational education program is placement and advancement of students in occupations related to their training." The most efficient preemployment preparation and job development programs are worthless if the student cannot be placed on the job (preferably in the area for which he/she was trained or a related area). For this reason, it is necessary for schools to provide adequate documentation showing that students are being placed on jobs for which they were trained or related jobs.

FOLLOW-UP

Follow-up becomes the line of communication between the student and the institution when the student exits the training program. It feeds back current information from the exiting students and/or the employer to the educational institution to assist in the evaluation of programs and provide valid reasons for decision making.

Is the institution providing follow-up services to students and the employers who hire them?

Criteria for evaluation: Evidence that all of the above listed activities are taking place. (The reliability of the data might be

questioned if a relatively high percentage of former students and/or employers cannot be located or do not respond.)

FOLLOW-THROUGH

A successful follow-through of follow-up information can help the placement coordinator assist students in finding immediate employment, changing or upgrading of their present jobs, and obtaining further education or job training. It also assists the vocational training institution in evaluating and making recommendations for revising existing vocational curricula and the implementation, if necessary, of new occupational training programs.

Is the institution disseminating the follow-up information received to the appropriate sources so students' needs can be met and necessary additions, deletions, or revisions to the vocational curricula can be made?

Criteria for evaluation: Acceptable evidence that information gathered from follow-up reports is being assimilated and disseminated to administration, staff, and advisory committees so that these decisions can be made.

ADVISORY COMMITTEE

Does the institution have some type of advisory committee or committees who provide input to the placement program?

Some institutions will have a formal placement advisory committee, others will utilize their present vocational program advisory committees, and still others will have no input from advisory committees in regard to the job placement program. Since advisory committees are composed of many employers, and, in reality, these are the people whose needs the job placement coordinator is attempting to satisfy, it is imperative that they have input.

Criteria for evaluation: Copies of advisory committee meeting minutes and any other acceptable evidence that would indicate either a formal or informal advisory committee is providing input to the placement program. When the informal situation is in evidence, a very careful study should be made to determine its effectiveness.

SUMMARY

The evaluation of a school-based job placement service involves evaluating the total effort of the school system from the administrator to the student. A lack of support in any one area; i.e., administration, faculty, student, employer, community, or placement staff can seriously hamper the successful placement of students in jobs commensurate with their training and ability.

This chapter has concentrated on the "how to" of evaluation. It has presented the questions which must be answered and the acceptable evidence or criteria which must be established and/or maintained for a successful comprehensive job placement service.

It must be understood that this chapter is only a suggested model for evaluation. Local districts may have to supplement this model with additional criteria. Whatever the case, evaluation of the comprehensive job placement service should be used as a tool to improve the total vocational program.

APPENDIX

Appendix A1 - Resume Outline
A2 - Resume Checklist
A3 - Functional Resume Sample
A4 - Functional Resume Format
A5 - Sample Resume (P-T)
A6 - Resume
A7 - Personal Data Sheet
A8 - Personal Data Release
Appendix B1 - Placement Service Application
B2 - Application for Employment
Appendix C1 - Business Letter Format
C2 - Letter of Application
C3 - Thank You Letter After an Interview
C4 - Letter of Acceptance
C5 - Letter Rejecting Job Offer
C6 - Telephone Conversation Guide
Appendix D1 - Practice Interview Evaluation Form
D2 - Practice Interviews
D3 - Interview Evaluation
D4 - Interviewer's Worksheet
Appendix E - Employer Card
Appendix F - Paid Advertisement
Appendix G - Mini-Resumes or Briefs
Appendix H1 - Job Order Form
H2 - Job Vacancy Form
Appendix I - Personal Information Card
Appendix J1 - Sample Job Posting Sheet
J2 - Job Openings
Appendix K1 - Student Baseline Data Form
K2 - Employer Follow-Up Card
K3 - Follow-Up Form for a Specific Major
K4 - 180-Day Graduate Follow-Up
K5 - Follow-Up Questionnaire
Appendix L - Employer Survey
Appendix M1 - Preemployment Preparation Questionnaire
M2 - Preemployment Preparation Seminar Evaluation

The forms in the appendix have been contributed by placement coordinators throughout the state. Credit has been given whenever possible.

FFP

APPENDIX A1

RESUME OUTLINE PIKE AND LINCOLN

Section A: PERSONAL INFORMATION
Your name, address, and telephone number enable an employer to contact you immediately.

Section B: JOB OBJECTIVE
This should state what general category of employment you are seeking.

Section C: EDUCATION
Your education is a valuable tool for gaining employment. Your future employer will want to know about your past educational accomplishments and future plans.

Section D: WORK EXPERIENCE
You may or may not have had much actual work experience. In this section, include all paid and nonpaid work experience. Work of any kind shows responsibility. Volunteer help may be classified as work experience. Examples of volunteer help include assisting in a school library or office, a charity office, or working in a hospital or home for the elderly.

Section E: SKILLS
Skills reflect the mastery of something. Skills that you have obtained in school or elsewhere are important for getting the job you want. An employer will carefully examine your skills to determine what you can do and where you could fit within the business. Your skills tell an employer why you should be hired over another person. Examples of skills are:

Bookkeeping - office machine operation - report writing - solving mathematic problems - woodworking - welding - cooking - sales ability - auto repair - electronic wiring - arts and crafts talent

Skills are also reflected in two other areas: human relations and organization. In addition, if you are well organized during your interview, your prospective employer will conclude you would make an efficient, competent employee.

Section F: HONORS, ACHIEVEMENTS, AND OUTSIDE INTERESTS
Honors, achievements and outside interests can sometimes substitute for actual work experience. Your participation in sports, music, or other activities in school should be listed, along with any special honors you might have received. Serving as homeroom officer, or team captain, making the honor roll, working on committees--all show a sense of responsibility and achievement. Activities such as orchestra, glee club, pep club, and performing arts club should be listed.

Your community activities should be listed in this section, also. Participation in organizations such as art guilds, the American Red Cross, church groups, concert associations, historical societies, hospital volunteer work, are important.

Section G: REFERENCES
A reference is someone who knows you, but who is not related to you. Usually the name, business title (if any), address, occupation, and telephone number of the reference are required.

APPENDIX A2

RESUME CHECKLIST

Yes	No	
☐	☐	Does your resume accurately describe you?
☐	☐	Are the basics included?

Yes	No		Yes	No	
☐	☐	Name (on each page)	☐	☐	Experience
☐	☐	Address	☐	☐	Professional Licenses
☐	☐	Phone Number	☐	☐	Professional Organizations
☐	☐	Objective			
☐	☐	Education	☐	☐	Honors (scholarships, awards)

☐	☐	Is your resume neat (wide margins, double space between main headings)?
☐	☐	Is your resume well organized?
☐	☐	Is your resume grammatically correct?
☐	☐	Have you had someone else proofread your resume?
☐	☐	Are copies clear and easy to read?

MAY OR MAY NOT INCLUDE:

Willingness to travel or relocate

Personal data - marital status, age, height, weight, number of children

Hobbies

DO NOT INCLUDE:

Reasons for leaving past jobs

Salaries

Photograph of yourself

Race

Religion

STATE FAIR COMMUNITY COLLEGE

APPENDIX A3

FUNCTIONAL RESUME SAMPLE

GARY LEE HEINRICH

10 North Adams
Springfield, IL 63421
812/889-7763

OBJECTIVE:

To obtain a maintenance position in an apartment complex, or commercial building.

EDUCATION:

Certificate, Building Maintenance, Joe Herndon Vocational School, Raytown, MO. Completed May 1984.

Raytown South High School, Raytown, MO. Graduated May 1983. During high school took all auto tech classes available.

EXPERIENCE:

Landscaping - Responsible for lawn care for thirty residences in my neighborhood. Mow, seed, trim yards and care for flower gardens, shrubs and trees.

Repairing - Have performed minor repairs on most types of cars. Instructed in electrical and plumbing repair in Vo-Tech.

Building - Assisted in building room addition on family home. Worked on entire addition including foundation, wiring, plumbing, and finish work.

EMPLOYMENT HISTORY:

Self-employed in lawn care and handyman. Summer 1982 - present.

Roofer's Assistant, A-1 Roofing Company, 5512 Main Street, Springfield, IL. Summer 1983.

Service Station Attendant & Mechanic's Helper, Sample's Service Station, Highway 66 North, Springfield, IL. Summer 1982.

PERSONAL INTERESTS:

Hobbies include Citizens Band Radio and reading Popular Mechanics.

REFERENCES:

References will be provided on request.

APPENDIX A4

FUNCTIONAL RESUME FORMAT

Henry L. Tidden
1127 Lake Drive
St. Louis, Missouri 63144

OBJECTIVE: SALES EXECUTIVE

SALES PROMOTION - Devised and supervised sales promotion projects for large business firms and manufacturers, mostly in the electronics field. Originated newspaper, radio and television advertising and coordinated sales promotion with public relations and sales management. Analyzed market potentials and developed new techniques to increase sales effectiveness and reduce sales costs. Developed sales training manuals.

As sales executive and promotion consultant handled a great variety of accounts. Sales potentials in these firms varied from $100,000 to $5,000,000 per annum. Was successful in raising the volume of sales in many of these firms 25% within the first year.

SALES MANAGEMENT - Hired and supervised sales staff on a local, area and national basis. Established branch offices throughout the United States and developed uniform systems of processing orders and sales records. Promoted new products as well as improving sales of old ones. Developed sales training program. Developed a catalogue system involving inventory control to facilitate movement of scarce stock between branches.

MARKET RESEARCH - Devised and supervised market research projects to determine sales potentials, as well as need for advertising. Wrote detailed reports and recommendations describing each step in distribution, areas for development and plans for sales improvement.

ORDER CLERK - Received, processed and expedited orders. Trouble shooter. Set up order control system which was adopted for all branches.

FIRMS

1980 - 1985	Kleine Marketing and Sales Research Company St. Louis, Missouri	Sales Executive
1965 - 1980	Dunning Sales Development Company St. Louis, Missouri	Sr. Sales Promotion Manager

EDUCATION - University of Missouri, St. Louis, B.S. 1965; Major, Business Administration

PERSONAL DATA - Married, 2 children

APPENDIX A5

SAMPLE RESUME
(Part-Time Employment)

NEW APPLICANT INTO JOB MARKET WITH NO OBVIOUS SKILLS

Robert Smith
1132 Main Street
St. Louis MO 63000
(314) 411-1111

JOB OBJECTIVE	Part-time sales, cashier, stockclerk. Willing to work extremely hard and begin at the bottom and work my way up.
EDUCATION	St. Louis Community College at Forest Park. Enrolled January, 1979. Presently listed as an undecided major. Investigating several job categories for a possible business career.
WORK EXPERIENCE	None.
PERSONAL TALENTS AND SKILLS	I have not yet attained formal employment skills or experienced any measurable employment skills. However, I feel that I have beginning skills in starting and finishing short-term and long-term tasks (school work), being dependably on time, learning quickly, cooperating with other people, following instructions, writing and speaking effectively, and planning and organizing my work.
ACTIVITIES	Attend church regularly. Participate in intramural athletics. Participated in Science Fair.
PERSONAL	Single 6'1" 180 pounds 18 years old
REFERENCES	Mr. Robert Church, Instructor Franklin High School 2100 Keller Avenue St. Louis MO 63000 (314) 644-0000 Mrs. Ellen Reese, Counselor Franklin High School 2100 Keller Avenue St. Louis MO 63000 (314) 644-0000 Dr. Martin Shaw, Minister St. Peter's Church 3832 14th Street St. Louis MO 63000 (314) 645-4444

APPENDIX A6

RESUME

NANCY ROBERTSON
R.R. #1 Box 92
Chillicothe, MO 64601 (816) 646-2984

JOB OBJECTIVE: RN in hospital, leading to charge nurse.

EDUCATION: Trenton Junior College, Trenton, MO 64683
Associate Degree in Nursing, May, 1985
Red Cross Disaster Health Services, November, 1984
Update on Psychiatry and the Law, November, 1984
Geriatric Pharmacology and Guidelines for Drug Monitoring in the Nursing Home, June, 1984
Central High School, Camp Point, IL, 1967

EXPERIENCE: Clinical experience in medical facilities, 1984, 1985; Adams Telephone Cooperative, Golden, IL 62339, Receptionist, 1967-1971; Golden Good Shepherd Home for the Aged, Golden, IL 62339, Nurse's Aide, Fall, 1965

HONORS AND ACTIVITIES: College: Dean's Honor Roll
High School: Flag Twirler; Chorus; Girl's Athletic Association; Latin Club

REFERENCES: Mrs. Jamie Seifert, RN
438 Dickinson
Chillicothe, MO 64601
(816) 646-6945

Mrs. Debbie Minnick, RN
Route 1
Chillicothe, MO 64601
(816) 646-5595

Miss Marla Smith, Instructor
Trenton Junior College
Trenton, MO 64683
(816) 359-3948

APPENDIX A7

PERSONAL DATA SHEET

Name _____

Address _____ Telephone ( ) _____

_____ Social Security Number _____

EDUCATION:

_____ High School Lex La-Ray Vocational Technical School

_____ 2323 High School Drive

_____ Lexington, MO 64067

SKILLS (List vocational and work related skills):

HONORS, ACHIEVEMENTS, OUTSIDE INTERESTS:

WORK EXPERIENCE:

From _____ to _____ Job Title _____

Employer's Name _____

Address _____

Job Responsibilities _____

From _____ to _____ Job Title _____

Employer's Name _____

Address _____

Job Responsibilities _____

REFERENCES:

Name _____	Name _____	Name _____
Title _____	Title _____	Title _____
Street _____	Street _____	Street _____
City _____	City _____	City _____
Phone ( ) _____	Phone ( ) _____	Phone ( ) _____

APPENDIX A8

PERSONAL DATA RELEASE

I hereby grant permission to _____
(School or College)

to release my personal resume and information concerning my skills, competencies, and interests as evaluated by personnel of this institution to prospective employers for the purpose of assisting me in obtaining employment.

Date:_____ _____
(Signature)

St. Louis Community College
at Forest Park

APPENDIX B1

PLACEMENT SERVICE APPLICATION

NAME _____ PHONE _____ / _____
Last First Middle Home Work

ADDRESS _____
Number and Street City State Zipcode

SOCIAL SECURITY OR STUDENT NO. _____ DATE OF BIRTH _____

If you are not a U.S. citizen, do you have a work permit? ☐ yes ☐ no

Do you have your own transportation? ☐ yes ☐ no

Hours available to work: (Check appropriate boxes) ☐ Full-time ☐ Part-time ☐ Days ☐ Evenings ☐ Summer

EMPLOYMENT OBJECTIVES	FULL TIME	PART TIME	DAYS	EVENINGS
INTERESTED IN List Specific Types of Work Desired and for which you are Qualified	1st Choice			
	2nd Choice			
	3rd Choice			
List Job Code Numbers from Bulletin Board				

State your Ultimate Career Objective

Are you willing to Relocate? [ ]yes [ ]no If yes, state your geographic preference

Date Available to Start Work

EDUCATION & TRAINING

SCHOOL	Dates (mo./yr.) to	from	School Name	Location	Major	Grade Avg.	Graduate Yes	Graduate No	Degree
GRADE SCHOOL					XXXXXX				
HIGH SCHOOL					XXXXXX				
COLLEGE									
COLLEGE									
GRAD SCHOOL									
OTHER									

Which Languages other than English do you

Speak Fluently? Read? Write?

List Scholastic Honors, Honor Societies, etc

List Activities Including Athletics:

Military Service

Branch of Service	Date Entered	Date Discharged	Final Rank/Career Field
Service School or Special Experience			

110

All Qualified Applicants Will Receive Consideration Without Regard to Race, Color, Sex, Religion, National Origin, Age, Military Status, Handicap or Any Other Impermissible Criterion.

EMPLOYMENT HISTORY

Please list all employment starting with present or most recent employer

---

Name of Company _____ Address _____

Telephone Number _____ Position Held _____ Supervisor _____

Employment Dates: From _____ to _____; Beginning Salary $_____, Ending Salary $_____

Describe major duties and responsibilities: _____

_____

_____

Reason for Leaving _____

Name of Company _____ Address _____

Telephone Number _____ Position Held _____ Supervisor _____

Employment Dates: From _____ to _____; Beginning Salary $_____, Ending Salary $_____

Describe major duties and responsibilities: _____

_____

_____

Reason for Leaving _____

Name of Company _____ Address _____

Telephone Number _____ Position Held _____ Supervisor _____

Employment Dates: From _____ to _____; Beginning Salary $_____, Ending Salary $_____

Describe major duties and responsibilities: _____

_____

_____

Reason for Leaving _____

Name of Company _____ Address _____

Telephone Number _____ Position Held _____ Supervisor _____

Employment Dates: From _____ to _____; Beginning Salary $_____, Ending Salary $_____

Describe major duties and responsibilities: _____

_____

_____

Reason for Leaving _____

Name of Company _____ Address _____

Telephone Number _____ Position Held _____ Supervisor _____

Employment Dates: From _____ to _____ ; Beginning Salary $_____ , Ending Salary $_____

Describe major duties and responsibilities: _____

_____

_____

Reason for Leaving _____

Name of Company _____ Address _____

Telephone Number _____ Position Held _____ Supervisor _____

Employment Dates: From _____ to _____ ; Beginning Salary $_____ , Ending Salary $_____

Describe major duties and responsibilities: _____

_____

_____

Reason for Leaving _____

References: List three references other than relatives and former employers who have known you for at least five years.

Name	Complete Address	Occupation	Phone Number

List Two Faculty References

Name	Faculty Rank	Dept. & Division	School Phone No.

Additional Information

State other employment, description of job assignments, special training, special skills or information you deem pertinent and which you have not been able to include elsewhere on this application

APPENDIX B1 (continued)

I hereby certify that this application contains no willfull misrepresentation or falsification and that the information given by me is true and complete to the best of my knowledge.

Date _____ Signature of Applicant _____

Information Release Form

☐ I _____ give the SLCC Placement Office permission to release any and all information in my placement file to any employer wishing to see this file. This includes grades, reference letters, copies of my application, resume, and all transcripts.

☐ I _____ wish to keep my placement file confidential and do not want any part of it divulged to any person or employer.

☐ I _____ waive the right to examine any material in my placement file.

Signed _____ Date _____

DO NOT WRITE BELOW THIS LINE

Interviewer's Comments/MARKETABLE SKILLS

Referrals and Placements

Date	Name of Firm	Job Title	Salary	Results

APPENDIX B2

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

DATE

NAME _____ SOCIAL SECURITY NUMBER _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE

PERMANENT ADDRESS _____
STREET CITY STATE

PHONE NO. ARE YOU 18 YEARS OR OLDER Yes ☐ No ☐

SPECIAL QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED** A **BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ Height _____ feet _____ inches ☐ Citizen of U.S. ____ Yes ____ No

☐ Weight _____ lbs. ☐ Date of Birth* _____

☐ What Foreign Languages do you speak fluently? _____ Read _____ Write _____

☐ _____

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?

EVER APPLIED TO THIS COMPANY BEFORE? WHERE? WHEN?

EDUCATION	NAME AND LOCATION OF SCHOOL	*NO OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

U.S. MILITARY OR NAVAL SERVICE RANK 114 PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

(CONTINUED ON OTHER SIDE)

LAST FIRST MIDDLE

LITHO IN U.S.A.

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST).

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? ☐ Yes ☐ No

PLEASE DESCRIBE:

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

HIRED ☐ Yes ☐ No POSITION DEPT

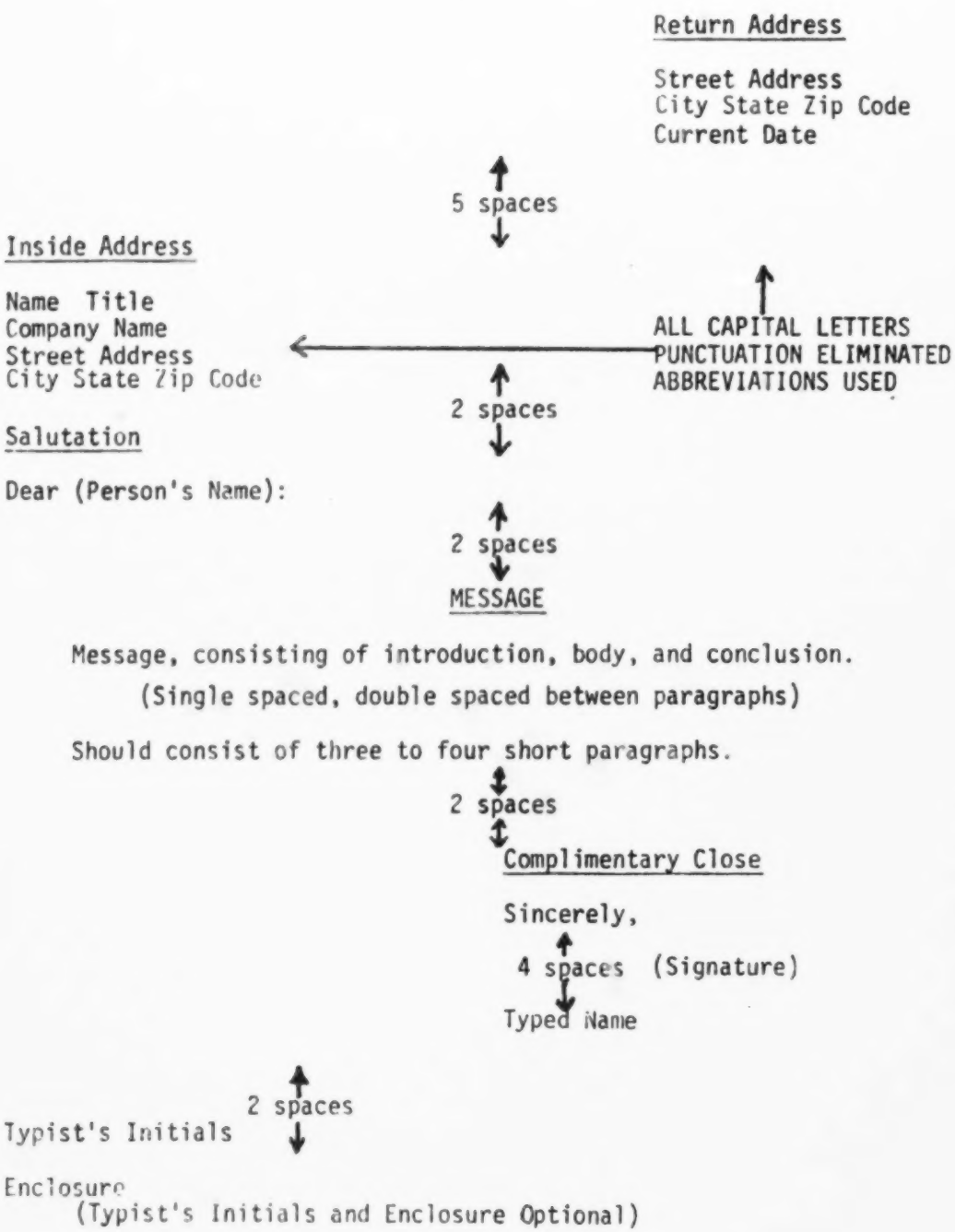
SALARY/WAGE DATE REPORTING TO WORK

APPROVED: 1. 2 3.

EMPLOYMENT MANAGER DEPT HEAD GENERAL MANAGER

APPENDIX C1

BUSINESS LETTER FORMAT



APPENDIX C2

LETTER OF APPLICATION

1245 Elm Street
Afton, MO 65244
August 5, 1985

Mr. Tom Jones, Manager
A. B. Elevator Company
Arnold, Missouri 63010

Dear Mr. Jones:

Ms. Eleanor Jo Jacks, Placement Coordinator, has informed me that your firm has an opening for the position of Elevator Management Trainee. I am very interested in such a position.

I will graduate from Three Rivers Junior College, Poplar Bluff, Missouri, May 25, 1986, with an associate of science degree in agri-business. I believe this degree, along with my occupational experience received at the X. Y. Elevator Company in Dexter, Missouri, and my personal interest in this occupational area, would qualify me for such a position.

If it is convenient with you, I plan to be in Arnold, Missouri, on March 1, 1986, and would like to talk to you about the position.

I am enclosing a personal data sheet for your inspection. If you would like additional information, please call me at 314/785-9210.

Sincerely,

Joe Veach

APPENDIX C3

THANK YOU LETTER AFTER AN INTERVIEW

1234 Green St.
Independence, MO 64058
April 1, 1986

Mr. or Mrs. _____
Personnel Department
Fulton Company
1134 Fifth Street
Independence, MO 64055

Dear Mr. or Mrs. _____:

Thank you so much for the time spent in interviewing me for the job of _____. I sincerely appreciate the time spent with me during the interview and the information I was able to acquire. You know that I would like to be associated with your company and I would appreciate a chance to work for you in the near future. I will be happy to submit additional information at your request and look forward to hearing from you in the near future.

Respectfully,

Joe Jones

APPENDIX C4

LETTER OF ACCEPTANCE OF JOB OFFER

P. O. Box C
Rolla, Missouri 65401
January 31, 1986

Mr. Tom Jones, Manager
ABC Motors, Inc.
Monett, Missouri 63102

Dear Mr. Jones:

Thank you for your letter (or call) offering me the position of Auto Mechanic Trainee with ABC Motors, Inc. I am delighted to be joining your staff at a starting salary of $14,500 per year, and will be looking forward to working with all the employees.

I shall report as requested on June 1, 1986.

Sincerely,

John Morgan

APPENDIX C5

LETTER REJECTING JOB OFFER

2010 Elm Hill Road
Hillside, MO 65440
August 6, 1985

Ms. Mary Gordon
Hughes Nursing Home
108 E. Sixth Street
Warsaw, MO 65355

Dear Ms. Gordon:

Thank you for the opportunity to discuss the position of Nursing Assistant for the Hughes Nursing Home. At the same time you asked me to consider this position, I received an offer from Coleman County Hospital which seems to fit my career goals more closely. However, I shall continue to be interested in your firm and hope you will keep my application on file.

Sincerely,

George Brown

APPENDIX C6

TELEPHONE CONVERSATION GUIDE

State Fair Community College

Introduce self:

Ask for name of department head: Mr./Mrs. _____

Address department head by name and introduce self:

State reason for calling:

Give qualifications:

Ask for interview for the specific opening or for appointment to discuss future opportunities:

Date and time of appointment:

If no, can you suggest any other places I could contact?

Ask for name of person to contact:

APPENDIX D1

PRACTICE INTERVIEW EVALUATION FORM

INTRO

1. Appropriate appearance

2. Appropriate introduction

MIDDLE

3. Conveying assets (skills, education, hobbies, personal qualities)

4. Asking questions throughout interview

5. Ability to answer difficult questions in a positive manner

6. Displaying appropriate mannerisms (good eye contact, good posture, appropriate voice projection)

CLOSING

7. Obtaining interviewer's name and job title

8. Offering to call back

Interviewer _____ Student _____

Interviewer's Firm _____ Date _____

APPENDIX D2

PRACTICE INTERVIEWS

Student Follow-up Questionnaire

Major: _____

Date: _____

What did you learn from your practice interviewing session?

What suggestions would you make to help us improve the practice interviews?

Do you believe that we should continue making practice interviews available to future students? Why or why not?

APPENDIX D3

INTERVIEW EVALUATION

Chillicothe AVTS

Name_____

Interviewer_____

CHARACTERISTICS	Excellent	Good	Fair	Poor	Comments
1) Appearance & grooming: Neat, clean appearance; hair and facial hair; hands and fingernails clean	____	____	____	____	
2) Body Language: Confident posture, eye contact, facial expressions	____	____	____	____	
3) Application Form: Application filled out completely, followed instructions, neat & readable	____	____	____	____	
4) Opening: Introduces self, firm handshake	____	____	____	____	
RESPONSE TO QUESTIONS					
5) Attitude & Enthusiasm: Interested and courteous	____	____	____	____	
6) Self-expression:	____	____	____	____	
7) Reaction to Stress Situations: Problem questions, prolonged silence	____	____	____	____	
8) Expresses Confidence in Ability:	____	____	____	____	
9) Asks Questions: a. Specific Job Duties b. Hours c. Training d. Wage/Salary	____	____	____	____	
10) Closing: Thanks interviewer and asks to call about a decision	____	____	____	____	

TOTAL _____

40-31 Excellent

30-21 Good

20-11 Fair

10- 0 Poor

Each category of characteristics is worth a maximum of 4 points. After the interview, rate the student from 4 to 1 in each category with 4 being excellent, 1 being poor.

APPENDIX D4

INTERVIEWER'S WORKSHEET

Rate on a scale of 1 to 5: 1 for lowest, 5 for highest.

APPEARANCE	1	2	3	4	5
POTENTIAL	1	2	3	4	5
DEPENDABILITY	1	2	3	4	5
ATTITUDE	1	2	3	4	5
CONFIDENCE	1	2	3	4	5
KNOWLEDGE	1	2	3	4	5
OVERALL IMPRESSION	1	2	3	4	5

COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

_____

Date _____ Interviewer _____

APPENDIX E

EMPLOYER CARD

AREA VOCATIONAL TECHNICAL SCHOOL
AT MONETT, MO.

Name of Company: _____

Address: _____

Contact Person: _____

Phone: _____

Product: _____

_____

Number of Employees: _____

Skills: _____

_____

Information Unique to this Company: _____

_____

_____

Hiring Age: _____

APPENDIX F

PAID ADVERTISEMANT

STATEWIDE
JOB
PLACEMENT SERVICE
Linking...
Industry and Education
EMPLOYERS . . . . . .
If you have a need for people trained in electronics, welding, drafting, secretarial, and over 120 other occupational training areas, chances are good that we can supply the select candidate you want. Our service is free to you and the Missouri junior colleges and vocational-technical graduates we refer.
WE COVER MISSOURI
CALL TOLL FREE 1-800-892-2942 or
CONTACT:
Sylvia Remington
Boonslick AVTS
Ashley Road
Boonville, MO 65233
816/882-5306
Chuck Hitz
Nichols Career Center
609 Union Street
Jefferson City, MO 65101
314/636-7171
Wanda McCampbell
Columbia Area Career Center
4203 South Providence Road
Columbia, MO 65201
314/449-2693
Charles McDonald
Tri-County Technical School
Second and Pine Streets
Eldon, MO 65026
314/392-3371

APPENDIX G

MINI-RESUMES OR BRIEFS

Clerk-Typist

Young, cooperative student. Gets work done efficiently and is a quick learner. Anxious to begin an interesting, challenging job. Dependable, maintains an uncluttered area and has neat work habits. Has acquired a broad range of office skills and knowledge--subject matter and hands-on experience. Is interested in improving and growing at every opportunity. Has studied Typing I, Business Math, Business English, Filing, and Office Procedures.

Machine Tool Technology

To receive Certificate in Machine Tool Technology, May, 1985. Coursework has included hydraulics and pneumatics and a Basic Electricity class. Mature man who has worked several years and returned to college to upgrade training.

Automotive Technician

Sales experience in automotive, paint, and electrical tools. Certificate in Automotive Technology in May, 1985. Major courses included power plants & trains, computerized auto controls, automotive electronics, electrical systems, wheel frame and suspension systems, fuel systems and emission controls, heating and air-conditioning systems.

Data Processing

Will receive Associate of Applied Science degree in Data Processing May, 1985. Languages studied include Basic, Cobol, RPG, DBase II and Info. Dean's list with 3.30 grade point average, has experience operating the Prime 750 and 2250 systems and Apple II terminals. Three Years' secretary/receptionist experience with real estate and advertising companies.

Business Management

Dean's list, this mature, responsible adult has a cumulative G.P.A. of 3.66 and will receive her degree in Business Management in May, 1985. She is a hard-working, flexible individual with experience in supervision and working with the public. A member of the Phi Theta Kappa Honor Fraternity, she hopes to begin a career in retail sales or management.

CTR or Computer Operator

Experience in inventory, cash control, merchandise ordering, and customer relations. Data Processing coursework includes Accounting I and II and Computer Operations. Dean's list, received Associate of Applied Science degree in Data Processing, May, 1985.

APPENDIX H1

JOB ORDER FORM

Monte D. Cass, Director
Frieda Park, Coordinator
Statewide Job Placement Service
1900 Clarendon Road
Sedalia, MO 65301
816/826-7100

Job Opening #_____
Date_____
Occup Area_____
JD By_____
School_____
Method_____

Note: All information is confidential and not to be divulged to anyone other than a qualified student or official of an institution involved in the Statewide Job Placement Service.

Firm Name _____

Mailing Address: _____

Street Address: _____

Contact Person & Title: _____

Phone: ( ) _____

* * * * * * * * *

Title of Job Vacancy: _____

Number of Vacancies: _____ Date Needed _____ Closing Date _____

F/T___ P/T___ Temp___ Hours: _____

Qualifications (experience, education/training, skills/ability):

_____

_____

_____

_____

Job Responsibilities/Duties (work performed, equipment operated, working conditions):

_____

_____

Salary Range (beginning): _____

Benefits: _____

Comments: _____

APPENDIX H2

EAST CENTRAL COLLEGE
PLACEMENT OFFICE

JOB VACANCY FORM

DATE ORDER TAKEN _____ POSTED ( ) YES ( ) NO _____

FIRM NAME _____

TELEPHONE _____

FIRM ADDRESS _____
Street City State Zip Code

SPECIAL LOCATION DIRECTIONS _____

TITLE/TYPE OF POSITION _____

THIS JOB IS: _____Full-time _____Part-time _____Temporary

HOURS _____

DAYS _____ NIGHTS _____

JOB REQUIREMENTS (Age, Experience, Education, Etc.)

JOB DUTIES (Job Performed, Equipment, Etc.)

SPECIAL COMMENTS _____

SALARY _____ OTHER BENEFITS _____

NUMBER OF OPENINGS _____ NUMBER DESIRED FOR INTERVIEW _____

APPLICANT SHOULD:

( ) Send Resume ( ) Contact employer for appointment ( ) Do both

( ) Other _____

APPLICANT SHOULD BE REFERRED TO: _____

ORDER LISTED BY: _____

APPENDIX H2 (cont.)

REFERRALS

Date	Name of applicant	Comment	Result	Date

NAME OF PERSON HIRED: DATE:

Report Tabulation

( ) Number of openings ( ) Referrals hired

( ) Number of referrals ( ) Non-referrals hired

( ) Cancelled

Job Opening Category

____ Agriculture ____ Business & Office ____ Miscellaneous

____ Distributive Education ____ Health

____ Occupational Home Preparation ____ Trade & Industry

APPENDIX I

(Front)

PERSONAL INFORMATION (please print)

I do not desire placement services. Reason: _____

Last name _____ First name _____ Middle initial _____

Address (Street, Rural Route, Box No.) _____ City, State, Zip Code _____ Telephone No. _____

Name of someone who will always know your whereabouts (other than at home.) _____

Address of above _____ Telephone No. of above _____

High school attended or graduated _____

Major or technical program at Jefferson _____ Date ended _____ Degree or certificate _____ Over 18? _____ Over 21? _____

Do you have any health condition that might affect your work? Yes ☐ No ☐ Explain: _____

How far are you willing to commute to a job? _____ miles. If necessary, would you relocate? Yes ☐ No ☐

Please describe training or education you may have received elsewhere. Also other skills you may have. _____

What kind(s) of jobs will you accept? _____

Any barriers to employment? Explain: _____

(Back)

WORK EXPERIENCE (Start with your present or last job. Include military if applicable.)

Company name _____ Address _____

Rate of pay _____ Dates: From _____ To: _____

Reason for leaving _____

Name of job. Describe what you did. _____

Company name _____ Address _____

Rate of pay _____ Dates: From _____ To: _____

Reason for leaving _____

Name of job. Describe what you did. _____

Company name _____ Address _____

Rate of pay _____ Dates: From _____ to: _____

Reason for leaving _____

Name of job. Describe what you did. _____

I hereby authorize the Job Placement Office staff to release my resume and records concerning my performance at _____

Signature of applicant _____ Date _____

DO NOT WRITE BELOW THIS LINE.

Interview Notes/Job Referral Record

132

BEST COPY AVAILABLE

SEE THE PLACEMENT OFFICE FOR DETAILS ABOUT THE JOBS LISTED.

APPENDIX J1

07/26/85

JOB POSTING SHEET
(Suppressing company name)

Number	Vacancies	Job Title/Salary	Location	Page
2129 BO 859	1	SECRETARY (G27) Not Deter.	ST LOUIS, MO	292
2130 BO 860	1	RECEPTIONIST/SECTY (G26) Not Deter.	ST LOUIS, MO	292
2131 BO 861	1	SECTY/COORDINATOR (G25) Not Deter.	ST LOUIS, MO	292
2132 BO 862	1	SECRETARY (G24) Not Deter.	ST LOUIS, MO	292
2133 BO 863	1	CONSULTANT (G23) Not Deter.	ST LOUIS, MO	292
2134 BO 864	1	SECRETARY (G22) Not Deter.	ST LOUIS, MO	292
2135 BO 865	1	DATA PROC LIB (G21) Not Deter.	ST LOUIS, MO	292
2136 BO 866	1	SECRETARY (G20) Not Deter.	ST LOUIS, MO	293
2137 BO 867	1	SR SYSTEMS PROG (G19) Not Deter.	ST LOUIS, MO	293
2138 BO 868	1	TAX ACCOUNTANT I (G18) Not Deter.	ST LOUIS, MO	293
2139 BO 869	1	PURCHASING ASST (G17) Not Deter.	ST LOUIS, MO	293
2140 BO 870	1	CREDIT CLERK (G16) Not Deter.	ST LOUIS, MO	293
2141 BO 871	1	PERSONNEL ADM (G14) Not Deter.	ST LOUIS, MO	293
2[redacted] BO 872	1	HEALTH CLAIMS PAYER (G07) Not Deter.	ST LOUIS, MO	293
2143 BO 873	1	LEAD ANALYST/PROG (G06) Not Deter.	ST LOUIS, MO	294
2146 BO 874	1	CONCESSION CLERK III (P-T) $4.37/hr.	KANSAS CITY, MO	294
2152 BO 875	1	MUNICIPAL REVENUE AGENT I $1,418/mo.	KANSAS CITY, MO	295
2156 BO 876	1	MILITARY RECORDS CLERK $8,568-9,024/yr.	JEFFERSON CITY, MO	295
2157 BO 877	1	WORD PROCESS TYPIST I $933/mo.	KANSAS CITY, KS	295
2158 BO 878	1	TELECOMM OPERATOR II $1,135/mo.	KANSAS CITY, KS	296
2159 BO 879	1	DENTAL SECTY/RECEPTIONIST $1,029/mo.	KANSAS CITY, KS	296
2166 BO 880	1	SR MED RECORDS TECH Not Deter	KANSAS CITY, MO	297
2170 BO 881	1	ACCREDITED RECORDS TECH/AH Not Deter.	KANSAS CITY, KS	297
2175 BO 882	1	KEYPUNCH OPERATOR/KA (P-T) Not Deter.	KANSAS CITY, KS	298

*** job listings provided by Statewide Job Placement Service ***

NOTICE: *All job order information is confidential and not to be divulged to anyone other than a qualified student or official of an institution involved in the Statewide Job Placement Service.*

2151 TI 364 CITY OF KANSAS CITY - 12 FLOOR CITY HALL, KANSAS CITY, MO 64106
816/274-1228 - PERS DEPT - Routine 281 F
HEAVY EQUIP MECH - 1- $1,487/mo.
COMMENTS: Public Works/Motor Equip. Shift work. Reqs 6 yrs exper as automotive mech including 1 yr in repair & maintenance of heavy duty automotive/construction equip. Must possess valid MO driver's license. BENEFITS-Not Deter.

2152 BO 875 CITY OF KANSAS CITY - 12 FLOOR CITY HALL, KANSAS CITY, MO 64106
816/274-1228 - PERS DEPT - Routine 282 F
MUNICIPAL REVENUE AGENT I - 1- $1,418/mo.
COMMENTS: Finance/Revenue. Reqs HS grad including or supplemented by courses in bookkeeping, acctg or related subjects plus 4 yrs exper in governmental or business acctg or auditing work. BENEFITS-Not Deter.

2153 TI 365 CITY OF KANSAS CITY - 12 FLOOR CITY HALL, KANSAS CITY, MO 64106
816/274-1228 - PERS DEPT - Routine 283 F
CONS CODE INSPECTOR I - 1- $1,716/mo.
COMMENTS: Codes Administration. 7:30 am - 4:00 pm. Reqs bachelor's degree in engineering, architecture or construction tech OR associate degree in construction or bldg tech & 2 yrs exper as codes inspector; OR HS grad w/4 yrs exper in bldg construction trade & "A" series cert from NCPCCI. BENEFITS-Not Deter.

2154 M 340 METROPOLITAN COMM CLGS - 3822 SUMMIT, KANSAS CITY, MO 64111
816/756-0220 - PERS OFFICE - Routine 284 F
COMMUNITY ED/BIA SPEC-PVLY - 1- $2,017-2,265/mo.
COMMENTS: Reqs bachelor's degree in business or related field. Ability to evaluate new & existing ed training programs; knowledge of business/industrial relations & cont programming. Prefer 3 yrs exper in business course development or business training. BENEFITS-Not Deter.

2155 H 580 BROOKFIELD NURSING CTR - 315 HUNT, BROOKFIELD, MO 64628
816/258-3367 - TERESA DOSS RN DON - JIS 285 F
RN - 2- $8/hr.
COMMENTS: Reqs graduation from accredited school; license to practice in MO. Will supervise quality patient care. BENEFITS-medical & dental insurance, retirement plan, stock options.

2156 BO 876 MO NAT'L GUARD - 1717 IND DR, ROOM 306, JEFFERSON CITY, MO 65101
- FIN MGR MO/ OFFICE OF ADJ GEN - CO 286 F
MILITARY RECORDS CLERK - 1- $8,568-9,024/yr.
COMMENTS: Reqs HS education w/courses in business practices & acctg or 2 yrs exper in acctg related position; knowledge of office practices, procedures & equip & of business English, spelling & math; 45 accurate wpm typing from rough draft. Desire working knowledge of military personnel functions. BENEFITS-Exc.

2157 BO 877 UNIV OF KANSAS MED CTR - RAINBOW BLVD & 39 ST, KANSAS CITY, KS 66103
913/585-5080 - PERSONNEL - Routine 287 F
WORD PROCESS TYPIST I - 1- $933/mo.
COMMENTS: Reqs HS grad or GED including or supplemented by courses in typing; & 1 yr exper in typing & gen clerical work. BENEFITS-Not Deter.

APPENDIX K1

BASELINE OR FOLLOW-UP DATA FORM

Student	Cert./ Degree	Employer(s)	Address	Type of Work	R/NR	Wage	Misc.
Name Address Phone ( )							
Name Address Phone ( )							
Name Address Phone ( )							
Name Address Phone ( )							
Name Address Phone ( )							
Name Address Phone ( )							

Side 1 (fold)

KENNETT AREA VOCATIONAL SCHOOL
1400 W. Washington
Kennett, Missouri 63857

Back of side 1 (fold)

1. To your knowledge, have you employed an individual who received vocational training at the Kennett Area Vocational School? Yes ..... No.....
(If yes, please complete remaining questions)

2. Please rate the vocational training received by the employee in the following areas:

	Very Good	Good	Average	Poor
a. Technical Knowledge.....	.....	.....	.....	.....
b. Work Attitudes.....	.....	.....	.....	.....
c. Work Quality.....	.....	.....	.....	.....

3. What is your overall rating of the vocational training received by this employee as it relates to the requirements of his/her job. Very Good..... Good..... Average..... Poor.....

4. Comments.....
.....
.....

Name of Business or Company.....(Optional)

Side 3 (fold)

Dear Employer,

It is the desire of the Kennett Area Vocational School to provide a quality program in vocational education. It would be greatly appreciated if you would take a few minutes of your time to complete and return the attached card to us.

Thank You
Ralph J. Hemann,
Director

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APPENDIX K3

FOLLOW-UP FORM FOR A SPECIFIC MAJOR

SS

Side 1

Your Name ..... Home Phone .....

Address ..... Bus. Phone .....

..... Zip Code .....

Are you employed? ..... If yes, are you working as a secretary? .....

If yes, is this full-time? ..... What is your salary? .....

List all benefits (ins., meals, etc.) .....

.....

What is your position title? .....

Employer's Name ..... Phone .....

Address .....

..... Zip Code .....

If you are not working as a secretary, why not? .....

.....

(over)

Side 2

Is shorthand required for your position? .....

Do you feel that your education adequately prepared you for your present position? .....

If no, in which way do you feel inadequate? .....

.....

Which classes do you feel were most beneficial? .....

.....

Which classes do you feel were least beneficial? .....

.....

Are you satisfied with your present position? .....

If not, what do you desire? .....

.....

BEST COPY AVAILABLE

APPENDIX K4

180-DAY GRADUATE FOLLOW-UP QUESTIONNAIRE

(Type of Contact: Phone Call To Employer) Date:_____

GENERAL INFORMATION

Graduate's Name_____ Telephone Number_____

Social Security Number_____ Jefferson College Major_____

Address_____ Date of Graduation_____

_____ Job Related_____Yes _____No

JOB INFORMATION

Full Name of Company_____ Company Contact Person_____

Dates of Employment_____ Title_____Phone #_____

Job Title(s)_____ Supervisor's Name(s)_____

Department(s)_____ Title(s)_____

Duties_____

_____

Starting Wage_____ Present Wage_____

Reason for leaving (if applicable)_____

EVALUATION OF EMPLOYEE AND JEFFERSON COLLEGE
(By Employer_____)

	(1) Excellent (2) Good (3) Fair (4) Questionable (5) Poor	COMMENTS
1. Work Abilities	_____	_____
2. Work Habits	_____	_____
3. Appropriateness of Jefferson College Training	_____	_____
4. Quality of Jefferson College Training	_____	_____
5. Quality of Jefferson College Placement Services (meeting their needs?)	_____	_____
6. Quality of other Jefferson College graduates company has hired	____	_____

APPENDIX K5

FOLLOW-UP QUESTIONNAIRE
Trenton Junior College

Date _____

Name _____

Address _____

_____

Phone ( ) _____

Who or what influenced you most to attend TJC?

___School Superintendent ___Parents
___High School Counselor ___Friend
___TJC Personnel ___TJC Former Student
___Other _____

Please rate college services you utilized:

	Very Good	Good	Fair	Poor
Facilities	____	____	____	____
Financial Aid	____	____	____	____
Counseling	____	____	____	____
Advisement	____	____	____	____
Student Activities	____	____	____	____

If you transferred to another college, indicate how many credit hours earned at TJC were not accepted:

___ All hours transferred
___ 1 - 4 lost ___ 8 - 12 lost
___ 5 - 8 lost ___ More than 12 lost

Indicate transfer institution _____

_____

Would you recommend Trenton Junior College to others?

Yes___ No___

Why? _____

Name of Program _____

Are you currently employed? Full-time___ Part-time___

Is your job related to your major field of study?

Directly related? Yes___ No___
Closely related? Yes___ No___
Not applicable? _____

Please rate the program courses you took at TJC according to how well they prepared you for the employment:

	Very Good	Good	Fair	Poor
Quality of Instruction	____	____	____	____
Grading & Testing	____	____	____	____
Instructor Interest, etc.	____	____	____	____
Course Content	____	____	____	____

Comments: _____

_____

_____

If you are employed, please indicate your average monthly gross salary:

___ Up to $400 ___ $700 to $799
___$400 to $499 ___ $800 to $899
___$500 to $599 ___ $900 to $999
___$600 to $699 ___ $1,000 & up

How would you rate your education at TJC in relation to its usefulness in performing your job?

___ Very Good ___Good ___Fair ___Poor

Any additional comments you would care to make regarding TJC, its programs or other aspects, would be appreciated.

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX L

STATEWIDE JOB PLACEMENT SERVICE

EMPLOYER FOLLOW-UP FORM

1. To your knowledge have you employed an individual who received vocational-technical training in Missouri's public school system? Yes ☐ No ☐

2. If your answer to No. 1 was yes, in what program area was the person trained?

- ☐ Agriculture
- ☐ Distributive Education (retailing and marketing)
- ☐ Health Occupations
- ☐ Business & Office
- ☐ Occupational Homemaking Preparation (child care, food service, etc.)
- ☐ Trades & Industrial (drafting, welding, automotive, building trades, electronics, etc.)

3. How long has the individual been (or was) your employee? _____

4. Please rate the vocational training received by the individual in the following areas:

	Very Good	Good	Neutral	Poor	Very Poor
a. Technical knowledge	☐	☐	☐	☐	☐
b. Work attitude	☐	☐	☐	☐	☐
c. Work quality	☐	☐	☐	☐	☐

5. What is your overall rating of the vocational training received by this individual as it relates to the requirements of his/her job?

Very Good	Good	Neutral	Poor	Very Poor
☐	☐	☐	☐	☐

6. As a result of this person's vocational training, how would you rate his/her preparation in relation to other employees in the same work group who did not receive such training?

- ☐ No basis for comparison
- ☐ Individual is better prepared
- ☐ Both are about the same
- ☐ Individual is less prepared

7. To what extent has the Statewide Job Placement Service provided you with information regarding:

	Great Extent	Considerable Extent	Some Extent	Small Extent	No Extent
a. Training programs	☐	☐	☐	☐	☐
b. Vocational information	☐	☐	☐	☐	☐
c. Availability of employees	☐	☐	☐	☐	☐

8. To what extent have the following services provided by the Statewide Job Placement Service been of value to your company?

	Great Extent	Considerable Extent	Some Extent	Small Extent	No Extent
a. Business & Industry Newsletter	☐	☐	☐	☐	☐
b. Responding to your employment needs	☐	☐	☐	☐	☐
c. Contacts by job developers, instructional staff, and local placement coordinators	☐	☐	☐	☐	☐
d. Dissemination of job opening information	☐	☐	☐	☐	☐

COMMENTS

APPENDIX M1

JOB PLACEMENT SERVICES QUESTIONNAIRE

Preemployment Preparation

Did you participate in the "preemployment preparation" given by the Job Placement office? (not the one hour credit course) _____ yes _____ no

Comments: _____

_____

Was a resume used in your job search? _____ yes _____ no. Did you find it effective? _____ yes _____ no. If not, please explain why. Comments: _____

_____

_____

Was sufficient time given to teaching the completing of application forms? _____ yes _____ no.

Was sufficient time given to teaching proper interviewing techniques? _____ yes _____ no.

Please offer suggestions on how we may improve our preemployment services to future graduates. _____

_____

_____

_____

_____

Job Development/Placement

Was your position the result of Job Placement office activities? _____ yes _____ no.

Suggestions on what we may do to improve job development with your particular major: _____

_____

_____

_____

_____

APPENDIX M2

PREEMPLOYMENT PREPARATION SEMINAR EVALUATION

Chillicothe AVTS

1. Do you feel that you have benefited in any way from this PEP seminar? Yes_____ No_____

2. Check the areas in which you feel that you have gained worthwhile knowledge and experience.

   _____ How to look for a job

   _____ Where to look for a job

   _____ How to write a resume

   _____ How to prepare for a job interview

   _____ How to conduct yourself in an interview

   _____ How to complete an employment application

   _____ Why many employees lose their jobs

   _____ How to write letters of application, thanking an an employer for an interview, job acceptance and job rejection

   _____ Other (explain) _____

   _____

3. Do you feel that all students should learn the skills covered by this PEP seminar before leaving high school? Yes_____ No_____. If yes, at what grade level should they be taught? Grade 9, 10, 11, 12, other (explain other) _____
   If no, what students do you feel should receive this type of training?

4. In your opinion, how well did the seminar cover the benefits of providing preemployment information and skills which were discussed on the first day? Very well_____ Well_____ Adequately_____ Poorly_____

5. How would you improve the PEP seminar for next year's students?

   _____

   _____

   _____